

1973

A study of students' interest in relation to course content of an introductory undergraduate social work course.

Douglas C. Baptiste
University of Windsor

Follow this and additional works at: <http://scholar.uwindsor.ca/etd>

Recommended Citation

Baptiste, Douglas C., "A study of students' interest in relation to course content of an introductory undergraduate social work course." (1973). *Electronic Theses and Dissertations*. Paper 787.

This online database contains the full-text of PhD dissertations and Masters' theses of University of Windsor students from 1954 forward. These documents are made available for personal study and research purposes only, in accordance with the Canadian Copyright Act and the Creative Commons license—CC BY-NC-ND (Attribution, Non-Commercial, No Derivative Works). Under this license, works must always be attributed to the copyright holder (original author), cannot be used for any commercial purposes, and may not be altered. Any other use would require the permission of the copyright holder. Students may inquire about withdrawing their dissertation and/or thesis from this database. For additional inquiries, please contact the repository administrator via email (scholarship@uwindsor.ca) or by telephone at 519-253-3000ext. 3208.

UNIVERSITY OF WINDSOR

School of Social Work

A Study of Students' Interest in
Relation to Course Content of an
Introductory Undergraduate Social
Work Course.

by

Douglas C. Baptiste, B.S.W.

Ann Teleban, B.S.W.

A research project submitted to the School
of Social Work of the University of Windsor
in partial fulfillment of the requirements
for the degree of Master of Social Work.

September, 1973

Windsor, ONTARIO, CANADA

© Douglas C. Baptiste
and
Ann Teleban

1973

447663

RESEARCH COMMITTEE

Professor F. Hansen, M.S.W. Chairman

Dr. P. K. Chatterjee, M.S.W., Ph.D. Member

Dean S. Nease, B.A., M.A. Member

ACKNOWLEDGEMENTS

The writers wish to express their gratitude to the members of the Research Committee, Professor F. Hansen and Dr. P.K. Chatterjee of the School of Social Work, and Dean Nease of the Faculty of Education, for their direction and assistance at the crucial stages of the project.

Special thanks are extended to the Chairman of the Committee, Professor F. Hansen for his continuous support and personal contribution in the development and completion of this study. As well, the authors wish to thank Mrs. Susan Baptiste who gave of her valuable time to type drafts of this study and kept patience with the co-authors.

The authors also wish to express their appreciation to all members of the 1972-73 first year undergraduate social work course who responded to our rather lengthy questionnaire.

Finally, the co-authors would like to thank each other for being able, most of the time, to endure each other's idiosyncracies.

ABSTRACT

The purpose of this study was to determine the students' interests so as to improve the relevance of course content, based on the principle that education should begin where the student is. Hence, the basic underlying assumption was that course content should be relevant to students' needs and interests.

The writers chose to present a survey of the literature reflecting four major areas of theoretical orientation, namely, the learning process, developmental process in learning, career choice and curriculum development.

A questionnaire was administered to the class of 101 students, of which 90 were in the first year of university education. There were twice as many females as there were males, and an age range of 18 to 39. Approximately 61.4% of the sample had at least voluntary social work experience and 54.1% said that they had already chosen social work as their career.

It was found that 1) students in this study were more interested in the present functioning than the historical development of social work and social welfare, and 2) students were most interested in clinical practice, slightly less interested in community practice and much less interested in research and administration.

In addition, a significantly higher percentage of

the students who had decided to make social work a career showed extreme interest in the present functioning of social work and social welfare.

Furthermore, older students and those with experience were more likely to have chosen social work as a career. Younger students and female students tended to show higher interest in practice with families; also, students with social work experience tended to show significantly more interest in practice with small groups. However, students who had already chosen social work as a career, showed significantly higher interest in all areas of clinical practice, community practice, research and administration.

The authors concluded that the relevance of course content would be greatly improved if more emphasis was placed on the present functioning rather than the historical development of social work and social welfare, as well as emphasis on clinical and community practice.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	i-i
ABSTRACT	iii
LIST OF TABLES	ix
LIST OF ILLUSTRATIONS	xiii

Chapter

I. INTRODUCTION	Page
Nature of the Problem	1
Introduction to the project	8
A Brief Overview of the Development of Social Work Education in Canada and the United States	12
The Setting of the Study	17
The School of Social Work and Its Programme	18
Summary	21
II. REVIEW OF THE LITERATURE	
The Student as Learner	
Introduction	23
The Aims of Education	25
How Students Learn	30
Theories and Viewpoints of Learning	31
The Learner-Teacher Transaction	40
A Variety of Learners	43
Summary	45

Chapter	Page
Development Theory and the Learner	
Introduction	46
Developmental Theorists	47
Other Viewpoints on the Learner's Development	50
Summary	53
Career Choice Theory	
Introduction	55
Studies on Career Choice	58
Vocational Development and Social Work	63
Summary	77
Social Work Education and Curriculum Development Theory	
The Objectives of the Undergraduate Programme in Social Work Education	79
The Curriculum in Social Work Education	85
The Concept of Integration	91
The Concept of "Relevance" as used in the Study	98
The Concept of "Interest" as used in the Study	100
The Importance of Studying the First Year Undergraduate Students and Course Content in Social Work Education	103
Summary and Synthesis	105
III. RESEARCH DESIGN	
Hypotheses and Research Questions	110
Formal Definitions	114
Population	118
Sample	119

Chapter	Page
Method of Data Collection	120
Method of Data Analysis	123
Limitations of the Design	124
 IV. ANALYSIS OF DATA	
Introduction	127
Description of Sample	127
Analysis of Data - Hypothesis I	135
Acceptance of Hypothesis I	143
Analysis of Data - Hypothesis II	144
Acceptance of Hypothesis II	153
Research Questions Related to Hypothesis I (and a Search for Variable Relationships)	155
Research Questions Related to Hypothesis II (and a Search for Variable Relationships)	173
 V. SUMMARY AND CONCLUSION	
Summary	207
Conclusion	220
Limitations of Study	226
Recommendations for Further Study	228
 APPENDICES	231
BIBLIOGRAPHY	260

LIST OF TABLES

Table		Page
1.	Age: Frequency and Percentages of the Distribution with Sample.	123
2.	Year of Present Enrolment: Frequency and Percentages	129
3.	Student Status: Frequency and Percentages.	130
4.	Stage of Family Development: Frequency and Percentages.	132
5.	Social Work Experience (weighted): Ranks, Frequency and Percentages.	135
6.	Reason for Course Selection: Frequency and Percentages.	136
7.	Mean Scores of the Variables in Hypothesis I together with their Standard Deviations and Skewness	140
8.	Variable Pairs (variables within Hypothesis I): mean differences, "t" Values and Significance Levels	141
9.	Pearson Correlation Matrix of the Four Variables within Hypothesis I.	142
10.	Comparison of the Practice variables, using Means, Standard Deviations and Skewness	147
11.	The Relationship between Students' Interest in Clinical Practice and Community Practice: "t" Values and Levels of Significance	148
12.	The Relationship between Students' Interest in Clinical Practice and Research and Administration: "t" Values and Significance Levels	149
13.	The Relationship between Community Practice and Research and Administration: "t" Values and Significance Levels	149
14.	A Summary Table of Students' Interest in Clinical Practice, Community Practice and Research and Administration: Mean Differences, Standard Deviation, "t" Value and Level of Significance.	150
15.	Pearson Correlation Matrix and Significance Levels of the Practice Variables.	151

	Page
16. Comparison of the Means for Students' Preference for the major areas of Social Work Practice: Means, Standard Deviation and Skewness.	152
17. Cross Tabulation of the variable Social Work Experience by the variable Social Work Present	156
18. Cross Tabulation of the variable Social Work Experience by the variable Social Welfare Present.	157
19. Cross Tabulation of the variable Social Work Experience by the variable Social Work Past.	158
20. Cross Tabulation of the variable Social Work Experience by the variable Social Welfare Past	159
21. Cross Tabulation of the variables Sex by Social Work Experience.	161
22. Cross Tabulation of the variables Age by Reason for Course Selection	163
23. Cross Tabulation of the variables Sex by Reason for Course Selection	165
24. Cross Tabulation of the variables Stage of Family Development by Reason for Course Selection	167
25. Cross Tabulation of the variables Social Work Experience by Reason for Course Selection.	170
26. Cross Tabulation of the variables Reason for Course Selection by Social Work Present	172
27. Cross Tabulation of the variables Reason for Course Selection by Social Welfare Present.	173
28. Cross Tabulation of the variables Reason for Course Selection by Social Work Past.	174
29. Cross Tabulation of the variables Reason for Course Selection by Social Welfare Past	175
30. Summary Table of the cross-tabulated variable pairs of the first set of Research Questions, showing their chi-square values and significance levels.	177
31. Students' Ages, cross tabulated with their Interest in Practice with Individuals	179
32. Students' Ages, cross tabulated with their Interest in Practice with Families.	180

	Page
33. Students' Ages, cross tabulated with their Interest in Practice with Small Groups	181
34. Students' Ages, cross tabulated with their Interest in Practice with Communities	182
35. Students' Ages, cross tabulated with their Interest in Research and Administration	184
36. Students' Sex, cross tabulated with their Interest in Practice with Individuals	185
37. Students' Sex, cross tabulated with their Interest in Practice with Families	186
38. Students' Sex, cross tabulated with the Interest in Practice with Small Groups	187
39. Students' Sex, cross tabulated with their Interest in Practice with Communities	187
40. Students' Sex, cross tabulated with their Interest in Research and Administration	188
41. Students' Stage of Family Development, cross tabulated with their Interest in Practice with Individuals	189
42. Students' Stage of Family Development, cross tabulated with their Interest in Practice with Families	190
43. Students' Stage of Family Development, cross tabulated with their Interest in Practice with Small Groups	191
44. Students' Stage of Family Development, cross tabulated with their Interest in Practice with Communities	192
45. Students' Stage of Family Development, cross tabulated with their Interest in Practice with Research and Administration	193
46. Students' Social Work Experience, cross tabulated with their Interest in Practice with Individuals	195
47. Students' Social Work Experience, cross tabulated with their Interest in Practice with Families	196
48. Students' Social Work Experience, cross tabulated with their Interest in Practice with Small Groups	196

	Page
49. Students' Social Work Experience, cross tabulated with their Interest in Practice with Communities	197
50. Students' Social Work Experience, cross tabulated with their Interest in Practice with Research and Administration.	198
51. Students' Reason for Course Selection, (career choice), cross tabulated with their Interest in Practice with Individuals	200
52. Students' Reason for Course Selection, (career choice), cross tabulated with their Interest in Practice with Families.	201
53. Students' Reason for Course Selection, (career choice), cross tabulated with their Interest in Practice with Small Groups.	202
54. Students' Reason for Course Selection, (career choice), cross tabulated with their Interest in Practice with Communities	203
55. Students' Reason for Course Selection, (career choice), cross tabulated with their Interest in Practice with Research and Administration	204
56. Chi-square Matrix and Significance levels of the Factors Age, Sex, Stage of Family Development, Social Work Experience and Reason for Course Selection, by the Practice Variables	206.

LIST OF ILLUSTRATIONS

Diagram	Page
1. Graphic Representation of the Distribution and Frequency of Scores the Students Received in Response to their Interest in the Present Functioning of Social Work.	139
2. Graphic Representation of the Distribution and Frequency of Scores the Students Received in Response to their Interest in the Present Functioning of Social Welfare	139
3. Graphic Representation of the Distribution and Frequency of Scores the Students Received in Response to their Interest in the Past Functioning (Historical Development) of Social Work	139
4. Graphic Representation of the Distribution and Frequency of Scores the Students Received in Response to their Interest in the Historical Development of Social Welfare.	139
5. Graphic Representation of the Distribution and Frequency of Scores the Students Received in Response to their Interest in the Clinical Practice Areas of Social Work	145
6. Graphic Representation of the Distribution and Frequency of Scores the Students Received in Response to their Interest in the Practice with Communities	146
7. Graphic Representation of the Distribution and Frequency of Scores the Students Received in Response to their Interest in the Practice with Research and Administration	146

CHAPTER 1

INTRODUCTION

Nature of the Problem

The authors of this study were concerned with the search for relevance of course content to the students' needs and interests in the first year undergraduate social work courses. The first year of the undergraduate programme within the university setting offered what was termed a survey or an introductory course related to specialized bodies of knowledge. These courses were usually highly theoretical, historically oriented and future directed. In other words, most first year introductory courses offered in universities profess to acquaint the student with an overview of the respective specialized areas of study, using the trilogy of the historical, the present and the implica-

tions for the future.¹ The presentation of the material or course content was generally presented to the student in that same sequence. The field of social work education, being relatively new to the university environment and having to assert itself as being conducive to the traditional pursuits of university education, found itself naturally subscribing to the traditional sequential trilogy. Hence, in social work education, the first year, undergraduate survey course was usually taught beginning from an historical perspective. The authors of this study were concerned about what was taught at this level and what the students actually were learning from such an approach. The writers proposed that relevancy in such a first year, undergraduate course needed to take into utmost consideration what the students saw as interesting to them; that is, what do students expect from a first year, undergraduate social work course in terms of their needs and interests?

The authors of this study did not intend, by impli-

¹Council on Social Work Education, Undergraduate Programmes in Social Welfare, A Guide to Objectives, Content, Field Experience and Organization (Lebanon, Pennsylvania: Lowers Printing Co., 1967).

See also: Council on Social Work Education, Social Welfare as a Social Institution: Illustrative Syllabi for the Basic Course in Undergraduate Social Welfare (Ann Arbor, Michigan: Cushing-Mallory Inc., 1963).

See also: Canadian Association for Education in the Social Services, The First University Degree in Social Work (Ottawa, Ontario: Canadian Association for Education in the Social Services, 1970).

cation or otherwise, to suggest that the historical approach to teaching first year social welfare or social work courses had no validity. On the contrary, the advantages of this approach have been widely accepted and its importance aptly recognized by many writers in social work education, including Aptekar. He reported that one of the types of knowledge which we have taught traditionally in the classroom

... is the history of the profession. In some schools such subject matter has been minimal and a comprehensive history of social work as a profession has yet to be written. In order to be truly 'socialized' into a profession such as social work, the student should acquire a sense of its continuity in time and space. Many of us as professionals are like an individual or family that knows only a present generation, or perhaps two or three. We would like to know our roots in the past and to have some sense of the continuity of the profession, to see the various roles it has played in our own and other societies over a considerable period of time, and thus to derive a sense of the significance of the profession.²

Implied in Aptekar's statement, however, was that the student had a relatively good understanding of the present state and functioning of the social work profession; that is, that the student had already quenched somewhat his curiosity about the present functioning of social work and social welfare. Students entering university at the under-

²Herbert H. Aptekar, "Differentiating Types of Knowledge introduced in the classroom and teaching centres," in Modes of Professional Education: Functions of Field Learning in the Curriculum, ed. by Tulane University (New Orleans, Louisiana: School of Social Work, Tulane University, 1969), p. 84.

graduate level perhaps cannot be viewed as having sufficient knowledge of the social work profession which would allow them to benefit maximally from this historical approach.

Therefore, in terms of relevance to the students' needs and interests, the question becomes one of timing as to when in the educational experience should the student be exposed to the historical perspective.

The concept of timing as used here referred to the presentation of certain educational material to the students, at such a time in the students' educational experience that would facilitate maximum benefit to the student. In other words, the material should be shared with the students at the point in their educational experience when they most likely would be interested in it. If we accepted Aptekar's statement³ about the merits of the historical approach, then we can also accept the assumption that first year students of social work were less likely to be interested in the historical development of social work and social welfare, simply because many may not have conceptualized, as yet, the present functioning of social work and social welfare.

In the past decade or so, universities all across North America have witnessed a tremendous increase in their enrolments, which only now appears to be stabilizing.

⁴ Freshmen classes of one hundred or more students have become

³Ibid.

typical.* Evidently, this new type of classroom environment tended to influence what was taught and how it was taught. Most educators would probably agree that the teaching of history is extremely conducive to classroom situations where there are large numbers of students. In social work education, however, the size of the classes may not have had, at least initially, any bearing on the content of the first course. Social work educators were more concerned with designing courses which would reflect the stated objectives of social work education⁴ and also blend with the traditional dictates of "liberal education". The result was the so-called survey courses with a heavy concentration on the historical orientation. The Council on Social Work Education's curriculum study of 1959 found that

... courses designed to introduce the student to social work, whatever their titles, typically included a description of the historical development of social welfare programmes, particularly those served by social workers. This was usually followed by a cataloguing of existing programmes (and the different settings) coupled with a description of the profession of social work and its methods.⁵

*At the University of Windsor, the number of students in the first year, introductory social work class over the last five years was approximately one hundred and twenty-five students per year.

⁴Council on Social Work Education, Undergraduate Programmes in Social Welfare, A Guide to Objectives, Content, Field Experience and Organization (New York: Council on Social Work Education, 1967).

⁵Herbert Bisno, The Place of the Undergraduate Curriculum in Social Work Education (New York: Council on Social Work Education, 1959), p. 39.

When this observation was made, courses in social work and social welfare were being offered primarily in the last two years of the undergraduate programme. But today, with the increase of four-year Bachelor of Social Work programmes, having social work and social welfare courses in all four years of the programme, the question of what to teach in the first introductory year becomes even more controversial. It was primarily with this question of what should be taught to the first year introductory student of social work that the authors of this study were concerned. The authors were also concerned with the organization of the course content.

The writers made the assumption that what was taught should be, at least in part, a reflection of the students' needs and interests relative to social work education. In other words, course content should be relevant to students' needs and interests. The researchers indeed recognized the multi-dimensional and elastic nature of the concept "relevance"; obviously, course content (what is taught) must also be relevant to the objectives of social work education and to the academic demands of university education. However, one point was inescapable, and that was that the final and true evaluation of the educational process, whether it be a course or an entire programme, existed primarily within the students. Regardless of what was taught, the important question became: what had the students learned from the course?

Thus we arrived at our second assumption, that students learned best what they saw as interesting and

relevant to them. Some social work educators may reply to this statement by saying that there are some things that first year, introductory students ought to learn, but which the students may not necessarily see as interesting and relevant to them. This statement, in effect, recognized that in many learning-teaching situations there was often the existence of a dichotomy between what the students wanted to know and what they ought to know. If we assumed that what the students wanted to know from a course was an intelligent pursuit of information within the realm of the subject matter of that course, and what they ought to know was even abstractly related to what they wanted to know, then it might be possible that once the students' thirst for the content that they saw as interesting and relevant had been quenched, what they ought to know could become interesting and relevant to them.

For the purpose of this research project, the third assumption was made that first year introductory students of social work did know what material would be interesting and relevant to them. In other words, students entering university at the first year level in social work had some knowledge of what educational experience they would like to get from the course content. Hence, for the purpose of this study, the authors have offered the definition of relevance as being: the congruence of content to students' needs and interests.

This research project attempted to test in part the

above-mentioned assumptions. It was the purpose of this research project to determine what social work students in introductory, undergraduate courses were interested in learning from their first year course. The study also addressed itself to the question of what the content of the first year, undergraduate social work course should be, and also, how the course should be organized for presentation to the students. This was done by examining the results that pertained to the two hypotheses and the appropriate research questions, and by drawing implications relative to the course content and its organization.

Introduction to the Project

As implied above, the major focus of the study was concerned with the basic question of what students in the introductory course were interested in learning about social work. The authors hoped that the answer to the above question would contribute significantly to designing a first year introductory course in social work which would reflect all the relevant aspects of such a course and at the same time be of maximum benefit to the students enrolled in the course.

The questions of this study suggested many alternatives and equally useful approaches to procuring relevant answers.

First, in view of the fact that students' "interests" was a rather gradual and complex developmental process, the

dynamics of which the student was not always aware, it was evidently necessary to decide whether the study design should seek to elicit the unconscious and preconscious determinants of interest or limit itself to the conscious information assumed to be available to the students. It was first thought that the project would probably be facilitated by asking the students to write a brief essay in response to the question, what are you interested in learning from the first year social work course and why? The responses would then be analyzed and categorized in terms of the interest that was explicitly and implicitly stated. The researchers reasoned that this approach would elicit their interest and the three areas of determinants mentioned above. Fortunately for the researchers, the professor who had been teaching the course at the University of Windsor for the past two years had asked his students on entry into the course in the first week to write an essay in response to the above-mentioned question. These essays were made available to the researchers and were subsequently analyzed for content as to interest in social work and the determinants of said interest. From the analysis of these essays, the authors decided that the assumption that students tended to know what they were interested in learning from the course was a viable one. It was also decided that a questionnaire directed at eliciting conscious responses to questions concerning many of the basic areas of social work and social welfare would be more appropriate to this project. Such a questionnaire could be designed to

procure the relative degree of interest that first year social work students had in the present functioning of social work and social welfare as opposed to the historical development of social work and social welfare; and also their relative degree of interest in the clinical practice with individuals, families, small groups, communities, research and administration. Also, by including such variables as age, sex, prior social work experience, reason for course selection and stage of family development, a search for variable relationships could be made from which inferences about determinants might be drawn. The authors probably had an even more compelling reason for taking this approach to the project. In view of the size of the sample (possibly one hundred and thirty-two students), the decision to limit the information to that which was available to the respondents, and which they could share easily and directly, if they wished to do so, was more beneficial to the researchers due to the short amount of time in which the project was to be completed. However, this approach was also viewed as being the best alternative available to the researchers for the purposes of this project.

After deciding to use a questionnaire, the authors had to further decide when to administer the questionnaire. If the questionnaire was to be administered nearing the end of the course, this perhaps could raise certain questions about the influence of the course content and the professor, together with student interaction with faculty and student

body in the social work programme. On the other hand, if the questionnaire was administered at the beginning of the course, the above-mentioned influences perhaps would not be present.

These concerns suggested that for the best possible results the questionnaire might be administered in the first week of the course, and again at the last few weeks of the course. This would indeed add a new dimension, namely students' changes and crystallization of interest in social work possibly due to course content, professor and students' interaction with faculty and student body in the social work programme. However, the project at this point was designed not to test changes in interest, but to find out basically what students were interested in learning from their first year, social work course. Nevertheless it can be said that the time of the administration of the questionnaire was important and inasmuch as the researchers had decided to administer their questionnaire nearing the end of the course, and recognizing the possible influences of the responses, a concerted effort was made to design the questions and give instructions to the students in such a way as to minimize any of the said influences.

The research design used in this project was primarily one of a quantitative descriptive nature. Tripodi, Fellin and Meyer have defined a quantitative descriptive study as follows:

Quantitative descriptive studies are empirical

research investigations which have as the major purpose the delineation or assessment of characteristics of phenomena, programme evaluation or the isolation of key variables. These studies may use formal methods as approximations to experimental design with features of statistical reliability and control to provide evidence for testing hypotheses. All of these studies use quantitative devices for systematically collecting from populations, ... they employ ... questionnaires or other rigorous data-gathering devices and survey sampling procedures.⁶

The authors of this study intended to use the entire first year introductory course in social work at the University of Windsor as their sample. The project met most of the requirements of a quantitative descriptive study outlined by Tripodi, Fellin and Meyer. The project was designed then to test explicit hypotheses about students' interest in social work and social welfare at the introductory level, which were derived from specific theoretical orientations. The study also incorporated a description of the sample and a search for variable relationships.

A Brief Overview of the Development of Social Work Education in Canada and the United States

The acceptance of social work education into the domain of the university was not achieved without a great deal of controversy, even among professionals and social work educators. The controversy initiated such argumentative topics as the conflict of ideologies between professional

⁶Philip Fellin, Tony Tripodi and Henry Meyer, ed., The Assessment of Social Research (Itasca, Illinois: F. E. Peacock, 1969), p. 139.

education and liberal arts education; and the danger that professional education may corrupt the traditional disciplines.⁷ One educator said of the situation:

The imputation of inferior intellectual status to vocational or professional training is astonishing in view of the patent fact that medical students, law students, engineering students and other students who know their own minds, work about twice as hard as students in the liberal arts courses. The instinct of the veterans now in college, most of whom demand vocational or professional training is sounder than the theory of academic humanists.⁸

Despite all the controversy, by 1955 social work education had become fairly well entrenched in many major universities. It was now the universities rather than the social agencies and technical institutes that accepted the primary responsibility of educating social workers.⁹

Until the late 1960's social work education, however, meant a two year programme at the graduate level, leading to a Master's degree. There were no recognized undergraduate, social work programmes, although many schools of social work offered undergraduate courses with social welfare content. It would appear, though, that undergraduate programmes in social welfare were not a new phenomenon. They have been the subject of interest, concern and debate

⁷Howard Mumford Jones, Education and World Tragedy (Cambridge: Harvard University Press, 1946), pp. 192-195.

⁸Ibid., pp. 21-37.

⁹Charles S. Levy, D.S.W., Social Work Education and Practice 1898-1955 (New York: Wurzweiler School of Social Work, Yeshiva University, 1968).

throughout the short history of social work education.¹⁰

In July 1952, the Council on Social Work Education was formed, and one of the first ventures was the initiation of a curriculum study. According to Katherine Kendall, the publication of the thirteen volume study in 1959 revived " ... the dormant but not defunct graduate vs. undergraduate social work education."¹¹ argument. The major recommendation of the study was the establishment of professional social work education at the undergraduate level.¹² The Council, after much deliberation which consisted mainly of a re-hashing of the old arguments (professional education versus liberal education), rejected the curriculum committee's recommendation. They thereby reaffirmed that professional social work education was to be at the graduate level.

Despite this slight drawback, the trend toward professional social work education at the undergraduate level had already been set in motion. The "serious manpower shortage in social work quite probably played a most important part in this trend, in that many social work educators were considering professional social work education at the undergraduate level to be the solution to the social work

¹⁰Ibid.

¹¹Katherine Kendall, "Issues and Problems in Social Work Education," Social Work Education Reporter, XIV (March, 1966), 15.

¹²Council on Social Work Education, Curriculum Guide (New York: Council on Social Work Education, 1967).

manpower crisis. It was not surprising then to see that the Council on Social Work Education took a more active part in looking at the undergraduate programmes. Today many universities offering graduate, social work education are also offering undergraduate programmes in "social work".

These programmes take one of two basic forms: 1) A Bachelor of Arts degree, with a major in social welfare and, 2) A Bachelor of Social Work degree (B.S.W.). The Bachelor of Social Work degree has usually been a four year programme, now leading to a one year Master's degree (M.S.W.). However, there are many universities that still adhere to the two year Master's degree.

The Council on Social Work Education did not recognize the undergraduate degree as being a professional degree, defining it as preprofessional.¹³ However, they recommended that the undergraduate degree programme prepare students for immediate employment in the social welfare positions.¹⁴ Nevertheless, the National Association of Social Workers has extended membership to students holding a Bachelor of Social Work degree, thereby recognizing them as professional social workers; on the other hand, the Canadian Association for Education in the Social Services has recognized the Bachelor

¹³The Canadian Association for Education in the Social Services, A Report on the First University Degree in Social Work (Ottawa: C.A.E.S.S., 1970).

The name of this body has since changed to read Canadian Association of Schools of Social Work.

¹⁴Ibid.

of Social Work degree as the first professional degree in social work. The Canadian Association for Education in the Social Services has stated that:

The degree is a professional degree in two senses. First, the degree is 'professional' in the sense that it certifies not only academic achievement but a basic level of learning and skill in practice. Second, the degree is 'professional' in the sense that the curriculum is designed to combine the university's commitment to rationality, scientific enquiry and excellence with the social work profession's commitment to skilled intervention and ethical responsibility.¹⁵

There would appear to be a growing acceptance of the Bachelor of Social Work degree as being the first professional degree in social work.

The Council on Social Work Education Guide¹⁶, published in 1967, has suggested that social welfare courses be offered during the last two years of the undergraduate programme. This suggestion implied that any social work education per se should begin in the final two years of the undergraduate university education. This concept has not really changed and most social work educators and schools of social work still insist that formal professional social work education begins for the students in their third year of undergraduate university education. What has changed though is that many universities in Canada and the United States are now offering courses of social work and social welfare

¹⁵Ibid.

¹⁶Council on Social Work Education, Curriculum Guide op. cit.

content in the first and second years of the undergraduate programme. At the University of Windsor School of Social Work (where this study was conducted), even though students on entrance to the University in their freshman year can choose social work as their major, they are required to make formal application to the third year of the programme. This, in effect, maintains that professional social work education at the University of Windsor begins in the third year of the Bachelor of Social Work programme.

The Setting of the Study

This study was undertaken at the University of Windsor. Windsor is a city with an approximate population of 220,000 residents. The city is situated in Southwestern Ontario and is in close proximity to Detroit and the State of Michigan in the United States. The close physical proximity was believed by many to have had some effects on the Windsor population. Because of its closeness to the huge metropolis of Detroit and its physical distance from any large Canadian city, Windsor has been bombarded with American content in its news and entertainment media.

Windsor is situated in the County of Essex which, in turn, belongs to the tri-county region of Essex, Kent and Lambton counties. In these counties there is a fairly large farming population. The County of Essex and the city of Windsor have a rather rich ethnic representation: mid-Europeans, French Canadians, Blacks, Chinese and other

cultural entities. It also has fair representation of religious denominations. In fact, Windsor can be said to have many, if not all, the elements of a large Canadian city in somewhat lesser degree. However, it is somewhat isolated from the major Canadian centres.

The population of Windsor has largely been a working class population in that Windsor's economy has largely been dependent upon the automotive industry. The three major automobile-producing firms have had large factories in Windsor and have employed a sizeable proportion of the population. Thus Windsor has been a heavily industrialized city.

The University of Windsor, situated on a very attractive campus, has had a population, including the extension division, of approximately 7,000 students. The social work students came primarily from Windsor and the tri-county area, but also included students from many other parts of Ontario, Canada, the United States and foreign nations.

The Windsor School of Social Work and Its Programme

The School of Social Work at the University of Windsor began in the fall of 1966, and its first graduating class was in the spring of 1970. In the initial class of the four years honours programme (Bachelor of Social Work), there were two students enrolled in 1969-1970. Prior to this programme, there was a diploma programme. The 1972-1973 statistics show thirty-three students enrolled in the four years honours Bachelor of Social Work programme. The numbers of students

entering social work at the University of Windsor are still on the increase, however, the authors anticipate a stabilization within two years.*

The School has offered a B.S.W., a B.S.W. "Make-up" and M.S.W. programmes. The Master of Social Work programme prior to 1972 was basically a two year programme, but as of the fall of 1972, the one year Master's programme took effect. The programme was basically a tri-semester programme in that its duration was one calendar year. Students wishing to enter the Master of Social Work programme must now have a Bachelor of Social Work degree and at least one year of paid, full-time social work experience, after receiving their Bachelor of Social Work degree. At present there are exceptions made to the work requirement. The student wishing to enter must also have at least an overall B average.

The "Make-up" programme has been basically a tri-semester programme also, beginning in July and ending in April of the following year. The programme allows students with a Bachelor of Arts degree, who have been working full-time in jobs of a social work nature, to receive their Bachelor of Social Work degree. The students are required to have at least seven psychology/sociology courses, plus at least an overall B average in their previous Baccalaureate education. (The programme will probably be phased out in future years.)

*Further information of enrollment statistics and enrollment projections may be found in Self Study Report Prepared For the Accreditation Board of the Canadian Association of Schools of Social Work, Volume 1 - School of Social Work, University of Windsor, pp. 11-12.

The Bachelor of Social Work degree programme at the university has been basically four years in duration. The students who registered as social work majors on entering the university in their first year of university education are required to take six courses, one social work, one psychology and one sociology (introductory) being compulsory. There are other complementary, suggested options. Students are encouraged to maintain at least B grades in their required courses and an overall B average in each year as admission to the third year of the programme is competitive.

In their second year, the students are again required to carry six courses. This time there are two social work courses. There are also required psychology and sociology courses. At the end of the second year, the students are required to make formal application to enter the School of Social Work. As was previously mentioned, this is a competitive process, and is based on grades, class instructors' evaluations, a personal statement of reasons for wishing to pursue social work as a career, and student advisor's (faculty) evaluations.

In the third and fourth years, the social work courses increase. In fact, in the fourth year, all the courses are social work courses. The students in these years are introduced to a more in-depth content of the clinical aspects of the field of social work. Agencies in the city are used for the purpose of the student fulfilling the 500 hours of field work requirement. Field placement in the

agencies consists of two days per week of concurrent placement. (Recently agencies outside of Windsor have been used, including some in Detroit.)

The Bachelor of Social Work programme is designed in such a way that acceleration is rarely possible. This approach is believed by its designers to facilitate continuity, sequence and possibly enhance integration of material, both horizontally and vertically. (This, again, is perhaps subject to change in the not-too-distant future).

Summary

Thus, in concluding the introductory chapter to this thesis, the authors would like to reiterate that it was the nature of this study to examine students' needs and interests in a first year introductory social work and social welfare course in an undergraduate program.

The design of the study was quantitative descriptive, incorporating a questionnaire format to elicit students' responses as to their interests in various areas of social work and social welfare.

In addition, considering the multi-faceted nature of the problem under study, the literature survey was drawn from four related subject areas, and presented in a sequential progression. The first area of theoretical orientation was concerned with learning theory and primarily revolved around the question of how young adult students learn. The second theoretical orientation dealt with the students' socio-

psychological development, as related to their educational needs and interests in social work. The third area of the literature survey was drawn upon the theories of career choice, searching for inferences about students' needs and interests. And last but not least, the authors discussed the objectives of social work education and curriculum development.

CHAPTER II

REVIEW OF THE LITERATURE

The Student as Learner

Introduction

Contrary to the wealth of research and writing on the learner in social work education at the graduate level, there has been a dearth of literature and empirical research on the learner initially introduced to social work and social welfare through a first year, undergraduate course. The authors of this study contended that an examination of the learner in a first year, undergraduate social work and social welfare course needed to be undertaken.

The concept of learning at the undergraduate level, especially in regard to the student entering a first year, undergraduate social work and social welfare course, has been virtually unexamined and unexplored. The Council on Social Work Education has just begun its research into undergraduate social work programmes, and this appears to be a progressive move in regard to undergraduate social work education. As Louis Lowy has suggested, "Currently a great deal of emphasis is placed on the development of undergraduate

programs in social welfare and social work ..."¹⁷, however, the question is why there have been more studies on the graduate student or learner about to become a professional,¹⁸ than there have been on the entering student in a social work course. A partial explanation for the limited research on the learner in an introductory, undergraduate social work course has been the fact that undergraduate programmes have not been in existence in Canada and the United States for a long period of time... Werner Boehm has attested to this fact in his statement that "Undergraduate programs by and large have increased tremendously over the last five years."¹⁹

It would appear that the social work profession at this point in time needs to assess and determine what foundation, basis or orientation they are providing for those students who are initially exposed to social work and social welfare, as well as needing to know what students want, need or are interested in learning in their initial, academic exposure to social work. In addition, since different levels

¹⁷Louis Lowy, Leonard M. Bloksberg, and Herbert J. Walberg, Integrative Learning and Teaching in Schools of Social Work (New York: Association Press, 1971), p. 36.

¹⁸The learner at the graduate level in social work education has been studied extensively by various authors in the field of social work, such as Charlotte Towle in her book The Learner in Education for the Professions and Bertha Capen Reynolds in her publication entitled Learning and Teaching in the Practice of Social Work.

¹⁹Werner Boehm, "Education for Social Work", Encyclopedia of Social Work 16th Issue, 1, 263.

of personnel are being utilized in the field of social work today, it would seem that a study on the nature of learners and their needs and interests could provide some very useful information.

In regard to the nature of the study under investigation, it is postulated that social work education is faced with the dilemma of what a first year, undergraduate student should or ought to know, what the students claim are their needs and interests in the learning of social work, and how best to teach the student at this introductory level of social work and social welfare in terms of what is both relevant and interesting.

In order to examine this dilemma, the investigators of this research initially have explored in their literature survey for this chapter such areas as the aims of education, how students learn, learning theories, the nature of the learning process, the teaching-learning transaction and the nature of developmental theory in regards to the entering university student.

The Aims of Education

Education has a multiplicity of aims that can be expressed from many viewpoints. However, the authors of this study have selected to utilize the concepts of education as espoused by A. N. Whitehead, Ralph W. Tyler, Nevitt Sanford and Eileen Younghusband.

The aims of education as stated by these persons

have considerable significance to, and implications for, the learner in an introductory social work and social welfare course at the university level.

Whitehead claimed that education aims at a discovery process whereby there is the element of understanding and logical analysis, and the utilization of mental activities in such a manner that interest about the subject matter is evoked by the mind. He has remarked that "... the understanding which we want is an understanding of an insistent present. The only use of knowledge of the past is to equip us for the present."²⁰

Whitehead emphasized that education should aim at providing knowledge for use in the present. Education for Whitehead was not strictly an educational pursuit, rather "... students must be made to feel that they are studying something."²¹ It was only at the advanced stage of specialization, Whitehead stressed, that there "... is study of peculiar interest to the student."²² Education should aim to impart the power, beauty and structure of ideas "... together with a particular body of knowledge which has peculiar reference to the life of the being possessing it."²³

²⁰A. N. Whitehead, The Aims of Education and Other Essays (New York: The MacMillan Company, 1959), p. 3. (Italics mine).

²¹Ibid., p. 15. (Italics mine).

²²Ibid., p. 17. (Italics mine).

²³Ibid., p. 18.

In terms of the university course for the student, Whitehead has suggested that "... at the University he should start from general ideas and study their application to concrete cases. A well-planned University course is a study of the wide sweep of generality."²⁴

Whitehead's aims of education have been a reference point for several queries in regard to the entering student in an introductory social work and social welfare course. Should education for the student in an introductory social work and social welfare course be aimed at knowledge of the present functioning of social work and social welfare? What past knowledge of social work and social welfare could be relevant for the learner to equip himself for the present?

A particular body of knowledge about social work and social welfare needs to be imparted to the student at this level; however, the dilemma seems to be to ascertain what general and concrete knowledge is necessary, useful, relevant and thereby enhances the learner's interest. These particular questions and issues of consideration indicate that intellectual development and professional development are areas of education that have specific reference to curriculum content, an area that will be explicated in a later chapter of this thesis.

It is important to note here that educational aims can be viewed from several vantage points - that of the learner, of the professor, of the social work educator, of

²⁴Ibid., p. 41.

the university, of the profession and of society. There is a possibility that educational aims considered by these various people may not be necessarily congruent, thereby influencing the student's initial learning experience at the university level.

Ralph W. Tyler defined education as a "... process of changing the behavior patterns of people,"²⁵ and maintains that "... one of the functions of education is to deepen and broaden the student's interests so that he will continue his education long after he has ended his formal school training."²⁶

There is implicit in Tyler's views about educational aims the concern with the developmental or maturational processes of the learner.

Tyler also stressed that "... education should help people to have relevant and accurate information in a given field."²⁷ For the learner in a first year, undergraduate course in social work and social welfare, this would certainly exist as an important educational aim.

²⁵Ralph W. Tyler, Basic Principles of Curriculum and Instruction (Chicago: University of Chicago Press, 1950), p. 4.

²⁶Ibid., p. 8

²⁷Ibid., p. 14.

Nevitt Sanford discussed educational aims for entering university students in terms of both personal development and educational or intellectual expansion.²⁸

Eileen Younghusband, an authority in the field of social work, emphasized the utility aspect of education. She also pointed out that "Education implies behavioral changes in individuals - changes in thinking, feeling and doing -..."²⁹ For Ms. Younghusband, "In the educative process there can be no dichotomy between the conceptual and the feeling aspects of learning and of teaching."³⁰

In this brief review of the aims of education as viewed by several noted personages in the areas of education and social work, one could conclude that two predominant aims exist interrelationally for the learner - education for further intellectual growth as existing through course content, and education for maturational purposes, the latter taking into consideration the learner's stage of development.

Therefore, in regard to the learner in the first year, undergraduate social work and social welfare course, it became necessary to understand how the student learned in his particular situation, and to understand the implications

²⁸Nevitt Sanford, ed., The American College A Psychological and Social Interpretation of Higher Learning (New York: John Wiley and Sons, Inc., 1962), pp. 258-60 and pp. 443-44.

²⁹Eileen Younghusband, ed., Education for Social Work (London: George Allen and Unwin Ltd., 1968), p. 30.

³⁰Ibid., p. 35.

of learning theory and developmental theory as related to students' interests and needs.

How Students Learn

In order to discuss how a student learns, it was necessary to examine several interrelated dimensions of learning in this chapter of the thesis. These specific dimensions include the process of learning, the learner in the learning process, principles of learning, the concepts of various learning theorists and the learner in the teaching-learning transaction. Each dimension cannot be discussed as a separate entity, but it will be clarified as an element of several interrelated ones in the consideration of learning.

The authors of this particular study made the assumption that what the student learned was directly related to what he perceived as relevant and interesting, what the student's expectations of the learning situation were, and in what stage the student was in terms of his developmental process.

Derek Jehu noted that "... learning theory is not at present an important part of social work education."³¹ From this statement, it seemed that Jehu was pointing out that more than just a passing interest needs to be developed about the nature of learning. A more thorough look at learning theory and its implications in regard to the learner's

³¹Derek Jehu, Learning Theory and Social Work (London: Routledge and Kegan Paul, 1967), p. viii.

interests and needs can perhaps assist social work education to assess what is being taught to the first year, undergraduate student in a social work and social welfare course, how best to teach him what he should or ought to know and what the student may want or need from the learning experience.

Social work educators today face the dilemma between what students ought to know in the profession of social work, that is, how best to teach social work students what they should know, and what students in social work are more or less interested in learning. Since social work educators supposedly operate from a professional knowledge base, which incorporates the values, aims, attitudes and skills of the social work profession, it has often been assumed that what was relevant to the learner came to a large extent from the professional educator. However, the learner or student is also operating from his own knowledge base, and what he wants to learn will undoubtedly come from what he is interested in learning, or what he wants to incorporate or discard from the learning experience.

Theories and Viewpoints of Learning

The study of learning is shared by many disciplines, but primarily contributions toward learning theory have come from the fields of psychology and education. There have been, however, several writers in the social work education field who have placed emphasis on the learner and have been examining how the student learns.

This section considered several approaches and models to learning as seen by various disciplines. In addition, viewpoints about how students learn have been noted as they pertain to students' needs and interests. This was done in an attempt to strengthen the aforementioned assumption of the research study.

In a review of the literature on learning theory, there were basically three approaches that have been emphasized in this chapter in regard to the learner.

First, from the field of education and psychology, there was a brief examination of associationistic and cognitive approaches to learning; and secondly, the integrationist approach, as expressed from the field of social work. The third approach included a discussion of the standard and new models of learning as expressed by those in the area of higher education.

Bigge and Hunt differentiated between two typologies of learning theory. They stated that in the associationistic approach (or S-R theory) learning involves "a change in behavior"³² through the occurrence of linkages between stimuli and responses; whereas, in the cognitive approach, learning is seen as "... a process of gaining or changing insights, outlooks or thought patterns."³³

³²Morris L. Bigge and Maurice P. Hunt, Psychological Foundations of Education An Introduction to Human Development and Learning (New York: Harper and Row Publishers, 1962), p. 259.

³³Ibid., p. 259.

There were certain basic principles of learning that were connected with each of these approaches. According to Hilgard and Bower, the associationistic theorists stressed the following principles of learning; the learner as being active, for example, learning by doing, the importance of repetition in learning, the concept of reinforcement, the factors of drives or motivations and the conditions of conflict or frustration in learning.³⁴

Thus learning within this S-R theory or associationistic approach presupposed that the stimulus for the learner was considered to be relevant and interesting to the learner. The learner under these conditions may have been limited to responding to a stimulus or stimuli that bore little or no relevance to his learning situation.

Cognitive theorists, on the other hand, according to Hilgard and Bower, emphasized structure: the fact that knowledge was organized, the importance of learning with understanding, the importance of feedback, that there were goals for the learner, and the notion of perception.³⁵ Thus according to the cognitive theorists the student learned through the acquisition of facts, information and meanings.

Jerome Bruner, an authority in the field of education, can be considered a cognitive theorist. Bruner emphasized

³⁴Ernest R. Hilgard and Gordon H. Bower, Theories of Learning (New York: Appleton-Century-Crofts, Inc., 1948), p. 562.

³⁵Ibid., p. 563.

that the educational process should include the role of structure in learning, the readiness for learning, the nature of intuition, and the desire to learn and how it may be stimulated.³⁶ He also pointed out that the learner "... must have clearly in his mind the general nature of the phenomenon with which he is dealing."³⁷

Therefore, in relation to the scope of this study, this would lead one to believe that social work students in the first year, undergraduate course should not only gain an understanding of the field or profession of social work, but that there should also be a congruence between what they were learning (course content) and what they perceived as being relevant and interesting.

Louis Lowy and his associates stressed that learning involved an integrationist approach of the cognitive, affective and behavioral levels of the learner.³⁸ Teaching and learning were seen as mutual transactions. Thus what was implied by this approach was that the consideration of the students' interests and needs constituted an integral part of the total learning process.

Bertha Capen Reynolds also took somewhat of an

³⁶Jerome Bruner, The Process of Education (Cambridge: Harvard University Press, 1963), pp. 11-14. ✓

³⁷Ibid., p. 18.

³⁸Louis Lowy et al., op. cit., p. 42.

integrationist approach to learning in that she viewed learning as involving the concept of the whole person. For Ms. Reynolds, learning was highly personal and individual in nature.³⁹ If one was to study the learner then in a first year, undergraduate course, the learner's interests and needs comprised an important part of the totality of the individual that should be considered.

Thus with the integrationist approach the student learned because the totality of the learner as a person was considered. The learner was viewed in terms of several integrative elements relevant to the teaching-learning experience.

Axelrod and his associates suggested that it was necessary to discard what has been known as the standard model about how human beings learn.

The standard model

... regards teaching primarily as telling, and learning primarily as receiving and repeating. In the whole process the student is normally and quite naturally treated as a kind of information and retrieval unit. Storage takes place during class and study sessions; retrieval takes place during examination sessions. However, the new models are attempting to redefine teaching and learning. They ask the professor to be, and act like, a learner, arguing that this is the way of becoming a better teacher. And they ask the learner to participate in the teaching process, arguing that this is a way of becoming a better student. In the new models, therefore, teaching and learning are not seen as different processes but as a single process of cooperative inquiry and the roles of the student in the student-professor relationship have been vastly changed.⁴⁰

³⁹Bertha Capen Reynolds, Learning and Teaching in the Practice of Social Work (New York: Russell and Russell, Inc., 1965), p. 62.

⁴⁰J. Axelrod et al., Search for Relevance (San Francisco: Jossey-Bass Inc., Publishers, 1969), p. 86.

Thus in reference to the new models proposed, what was implied, in light of the learning of the first year, undergraduate student in social work and social welfare, was that the student's interests and needs would become known because the teacher-student transaction in the new model created a personalized and participatory structure for learning. The student would learn because he was participating. However, this viewpoint also suggested that the new model may not be particularly conducive to large groups of learners and perhaps that smaller groups would need to be established.

Since the focus of this study related to students' needs and interests, it was necessary to examine other authors who specifically felt that students' needs and interests needed to be considered in the learning situation, and also those who viewed the element as only a partial factor of the learning process.

Nathaniel Cantor outlined some basic propositions of learning that highlight how and also why the student learns:

1. The pupil learns only what he is interested in learning.
2. It is important that the pupil share in the development and management of the curriculum.
3. Learning is integral.
4. Learning depends upon wanting to learn.
5. An individual learns best when he is free to create his own responses in a situation.
6. Learning depends upon not knowing the answers.
7. Every pupil learns in his own way.
8. Learning is largely an emotional experience.
9. To learn is to change.⁴¹

⁴¹Nathaniel Cantor, The Learning-Teaching Process (New York: Holt, Rinehart and Winston, 1953), pp. 286-309.

These propositions also elicited Cantor's basic views of learning in which he stressed the student's will-to-learn and the highly personal nature of learning.

Cantor also explicated several dynamisms of learning that were important to consider such as the dual nature of the self, conflict, resistance, identification, the teacher, and the subject matter of the course; the latter being seen by Cantor as the student and not knowledge.⁴²

He basically maintained however that "Whatever genuine learning does occur is the product of the positive and creative effort of the learner."⁴³ This would lead one to query that if the effort was by the learner only, then the implication that what was genuinely learned in this effort must be in some way related to a certain degree of interest on the part of the learner. However, the question could be asked: Is interest based solely within the student, does the teacher provide an interest base, or does the teacher strictly influence the existing interest base within the student? For Cantor, because the individual will-to-learn was so dominant a factor in learning, it would follow that interest would originate from within the student.

If interest originated within the student, then

⁴²Nathaniel Cantor, Dynamisms of Learning (Buffalo, New York: Henry Stewart and Inc., Publishers, 1946), pp. 270-77.

⁴³Ibid., p. 281.

Bertha Capen Reynolds' statement that "... no one can do another person's learning for him"⁴⁴ would hold true.

Ralph Tyler proposed that the student learned not only because the learning experience enabled a development of interests, but because the learning experience was characterized by the development of skill in thinking, the acquisition of helpful information, and the development of social attitudes.⁴⁵ He felt strongly that "... interests should be identified so that they can serve as the focus of educational attention."⁴⁶

Eileen Younghusband felt that human beings did not learn by facts alone "... but feelings about the facts and their effect on us pervade the learning."⁴⁷ She felt that there was an element of change in the learning process, and that there was a resistance to change even by highly motivated learners. "Individuals learn not only by doing, but by seeking reactions to revealed ideas, feelings and behaviours."⁴⁸

Derek Jehu has cited two other categories of learning that bear notation on this exploration of how students learn; namely, intuitive learning and insight

⁴⁴Bertha Capen Reynolds, op. cit., p. 59.

⁴⁵Ralph Tyler, op. cit., pp. 44-53.

⁴⁶Ibid., p. 8.

⁴⁷Eileen Younghusband, op. cit., p. 34.

⁴⁸Ibid., p. 38.

learning.⁴⁹ One wonders whether such learning does occur with some learners in a first year, undergraduate course at university. If such learning was pervasive, then perhaps a study should be furthered as to the validity and invalidity of such learning. If such learning occurred, was this a positive or negative situation?

In her study on graduate learners, Charlotte Towle pointed out that, in viewing the learner in social work education, consideration needed to be given to the "... stage of learning, subject matter, instructor's activity and relationship to the learner and also to the over-all demands of the educational system at the time."⁵⁰ The issues she presented would seem to apply to any level of learners in social work education.

In a review of the resources that facilitate learning, Ms. Towle recognized that:

...what the learner brings to the experience...
the part played by intellectual capacity, augmented and motivated by the personality development and organization of the individual learner in the integration of learning ... the need to impart a body of knowledge, understanding and skill ... the selection and arrangement of learning experiences for continuity, sequence and integration ... Finally, an important integrative and cor-

⁴⁹Derek Jehu, op. cit., pp. 10-15.

⁵⁰Charlotte Towle, The Learner in Education For the Professions As Seen in Education For Social Work (Chicago: University of Chicago Press, 1954), p. 45.

rective means to facilitate learning is the relationship which obtains between the learner and his mentors.⁵¹

Ms. Towle stressed an interrelationship of elements that existed in how the student learned.

The Learner-Teacher Transaction

Ms. Towle's remarks led to an important element in the consideration of how the student learns and, that was, the learner-teacher transaction which has only been briefly alluded to in this chapter. One needed to consider whether the professor had an influence on developing or enhancing the students' interests and needs in the teaching-learning transaction.

Nathaniel Cantor outlined that care should be taken not to make assumptions about education. He listed four assumptions that were made in regard to the teacher:

1. It is assumed that the teacher's responsibility is to set out what is to be learned and the student's job is to learn it.
2. It is assumed that knowledge taken on authority is educative in itself...
3. It is assumed that the subject matter is the same to the learner as to the teacher...
4. It is assumed that the teacher is responsible for the pupil's acquiring of knowledge.⁵²

Cantor's assumptions created a great deal of questions about the learner-teacher transaction. One obvious one was

⁵¹Ibid., pp. 134-5.

⁵²Nathaniel Cantor, The Learning-Teaching Process, op. cit., pp. 59-71.

what the teacher's role in relation to the learner should be? Though a professor may have a certain knowledge base that is sufficiently adequate, this might not be imparted to the learners and the result may be poor learning or none at all for a number of known or unknown reasons. On the other hand, a professor's knowledge base may be limited, yet there may be a certain quality of expression that enhances the students' interest in learning.

Discrepancies can exist in a learning-teaching situation, where expectations have not been mutually considered from the onset or during the course of the educational experience.

Bertha Capen Reynolds viewed the role of the teacher as a person who attempts "... to reach an educational diagnosis which will be a guide to understanding how students learn best and how they may be helped."⁵³

As well,

A teacher-leader who comes to a group prepared to give something from a certain range of subject matter and skills has a problem to determine where this particular group is in its understanding, how its wants and needs condition interest and ability to put forth energies, just what is the best approach to the subject for these people.⁵⁴

Eileen Younghusband described the teacher in education for social work as:

⁵³Bertha Capen Reynolds, op. cit., p. 84.

⁵⁴Ibid., p. 98.

...probably a figment of our imagination. In reality there are only learners who happen to be at different stages and with different responsibilities and who are expressing their learning in different ways. But in the meantime there is plenty for us all to learn, and we must be perennial learners if we would gladly teach.⁵⁵

Mary Louise Somers called for an engagement of the learner:

Thus, in order to engage the learner, the teacher must reach for and connect with the learner's intrinsically motivated competence, with what he wishes to be and do, and with his commitment to investment of effort. At the same time, the teacher must learn to know and recognize the individual's capacity and must gradually provide opportunities that invite, support and demand the learning of substantive knowledge.⁵⁶

The teacher in the relationship with the learner is required to examine the learner's motivation and investment into social work education. With such an examination, the teacher may better be able to determine students' needs and interests.

Learning and teaching theories, according to Mary Louise Somers, can contribute towards the explication of the role of the teacher in social work education by

...freeing and developing the learning powers of both students and teachers in a collaborative journey of problem-raising, problem defining and

⁵⁵Eileen Younghusband, op. cit., p. 60.

⁵⁶Mary Louise Somers, "Dimensions and Dynamics of Engaging the Learner", Journal of Education for Social Work, 7 (Fall, 1971), 51.

redefining, problem-solving, problem-finding and of continuing inquiry.⁵⁷

This in itself may be advantageous towards the search for relevant clarity and changes within an introductory, undergraduate course.

A Variety of Learners

In attempts to describe how students learned and what constituted a relevant learner-teacher transaction, one also needed to consider the variety of learners in the situation. Although most students in the first year, undergraduate course would generally be in their late teens or early twenties, there has been evidence of adult learners entering into the first year, undergraduate social work and social welfare course. If this were the case, then one wondered whether there would be a difference in terms of how the "adult" student learns.

Eileen Younghusband described the adult learner in the following manner:

The way adults learn obviously differs from the way children learn. For instance, the wider experience of adults is a very cause of their greater inflexibility, since previous responses have laid down attitudes and habits, largely unconscious or taken for granted, which result in resistance to

⁵⁷Mary Louise Somers, "Contributions of Learning and Teaching Theories to the Explication of the Role of the Teacher in Social Work Education" in Teaching and Learning in Social Work Education, ed. by Marguerite Pohek (New York: Council on Social Work Education, 1970), p. 84.

change. But conversely, adults are clearer than children about their long-term as well as their short-term goals. We need much more knowledge about the light which this fact and other elements in the psychology of learning cast on educational experiences that produce the most creative learning in adults.⁵⁸

Implications were not being made by the authors of this study that variety occurred only between late adolescent and adult learners. Variety may also occur from individual learner to learner.

Mary Louise Somers described learners in relation to approaches to learning, and stated that it was likely that there would be:

... some learners who are more comfortable in dealing with theory and with a deductive approach to learning, some who are more comfortable dealing with an experiential, highly intuitive, inductive approach to learning, and some who are more comfortable dealing with an eclectic approach, finding theory close to observable phenomena and to direct practice and finding as well that real-life phenomena and practice can be informed by what might be appropriately called 'practical' eclectic theory.⁵⁹

Many of the learning principles and processes in learning already explained would no doubt be applicable to the variety of learners within an undergraduate, first year course. Differences in learning in a first year, undergraduate social work and social welfare course between the variety of learners also needed to be highlighted within the context of developmental theory.

⁵⁸Eileen Younghusband, op. cit., p. 50.

⁵⁹Mary Louise Somers, Journal of Education for Social Work, op. cit., p. 52.

In light of all these considerations, there seemed to be no particular way to explain how a person learned, though one was aware of basic learning principles and that there may be individual differences in relation to learning. How a person learned needed to be examined and could be explored from a variety of theoretical bases and viewpoints. Charles Guzzetta pointed out that "Learning takes place through the application of all the learning theories each in its place."⁶⁰

Summary

In summary, it may be stated that how a person learns cannot be divorced from such interrelated areas as curriculum content and organization, the teacher-student relationship, students' needs and interests, developmental stage of the learner, the variety of learners and a number of other salient factors. Though it seemed that minimal time has been spent on trying to discover the most effective ways of learning for the student in the first year, undergraduate social work and social welfare course, the fact that there was an awareness that learners needed to be studied was a reassuring thought. A study of learners at this level perhaps would seek to identify pertinent and needed changes for undergraduate social work courses.

⁶⁰Charles Guzzetta, "The Student as Learner", Journal of Education for Social Work, 3 (Fall, 1967), 33.

Developmental Theory and the Learner

Introduction

Not only is it important for social work educators to view the learner from the standpoint of learning theory, but also within the context of developmental theory.

The authors of this study contended that an examination of developmental theory would assist in the understanding of where the student in a first year introductory course in university was developed mentally. It was also hypothesized that developmental theory provided some explanations about the learner in terms of his needs and interests, and what the entering student might be experiencing within the initial academic exposure of a university setting.

The concept of development involved consideration of two major areas of growth as related to the learner. The first was the consideration of what may be termed intellectual development. Intellectual development of the learner in this study referred to growth in the student as related to his understanding of curriculum content. This concern has been partially referred to in the first section of this chapter through the exploration of how students learn. A consequent section in this chapter on curricula in this study has imparted the relevancy of course content to intellectual development in the learner.

The second area of development, and the one that had primary emphasis in terms of this chapter, was referred

to as psychosocial development. It was in regard to the area of psychosocial development that the authors made the assumption that what the student learned was directly related to where he was in terms of his stage of development. Psychosocial development was taken to imply that the learner in an introductory, university course was in a certain stage of maturational growth which was characterized by particular aspects, perhaps common to many students.

Developmental Theorists

There were several theorists in the area of psychology who addressed themselves to human development. This section of the thesis primarily considered Sigmund Freud, Anna Freud, and Erik Erikson, since their views about development, especially late adolescent or young adult development, have implications for the learner in a first year, university course.

The authors of this study felt that the majority of students who entered a first year, undergraduate course in university could be categorized as falling within what was referred to as the late adolescent or young adult stage of development. This would imply that at this stage of development the learner might be experiencing various degrees of psychological and social adjustments. The authors were aware that some students return to university as mature adults, that some students may have had work experience prior to their return, and that some students may be married,

divorced or separated and raising families. Because the learners were in a certain stage of development, this would indicate that first year, undergraduate students did experience or encounter phenomena differently, and part of this may be explained by the recognition of their developmental stage.

Though Sigmund Freud's theory of psychosexual development emphasized that the most formative years of personality development occurred within the first five years of childhood, his theory nevertheless has stimulated consideration of adolescent development in particular.⁶¹ His psychic structures of id, ego and superego can be interpolated as having reference to the late adolescent or young adult learner. The recognition of the existence of these states and how they operate in the learner at his stage of development is useful for the purpose of understanding the learner. For example, faulty ego development in the learner could have a bearing upon the learner's perception, not only of self, but of the knowledge that he may be asked to incorporate into his self. How the learner operates and uses these psychic structures thus provides one with a rationale for explaining the learner's stage of development, and what the learner may need at the time.

⁶¹See Sigmund Freud, General Introduction to Psychoanalysis, trans, by Joan Riviere (New York: PermaBooks, 1953).

Anna Freud stressed in her theory of adolescent development the utilization of defense mechanisms.⁶² Though she dealt mainly with deviant development, her theory enables one to recognize the conflicts that ensue during adolescent development.

According to Erik Erikson's⁶³ eight stages of epigenetic development, the learner at the first year, university level would be characterized at the stage of young adulthood, where one saw the person in terms of the intimacy vs. isolation situation. The other factors at this point that were of concern for the young adult according to Erikson were those of ego identity and role diffusion. Thus the young adult was engaged in a progressive stage of development, attempting to successfully resolve the conflicts at the stage of young adulthood in order to enable him to fulfill an adult role in life. A successful ego identity development would influence the learner to strive to achieve a goal of integration, wherein career choice, interest and needs would perhaps be more concretized, and relevant learning could follow.

Thus in light of these presenting theories of adolescent and young adult development, one might come to

⁶²See Anna Freud, The Ego and the Mechanisms of Defense, trans. by C. Bains (New York: International Universities Press, 1948).

⁶³See Erik Erikson, Childhood and Society (New York: W. W. Norton, 1950).

understand better where the learner was in terms of his psychological situation.

Other Viewpoints on the Learner's Development

Theodore Lidz, Charlotte Towle and Nevitt Sanford provided additional viewpoints on the learner's development that bore relevance to this study. These authors presented extended views on both the social and psychological development of the learner.

It has already been postulated that the learner in a first year, undergraduate course was generally felt to be in the late adolescent or young adult stage of development.

Theodore Lidz outlined several characteristics for the period of late adolescence or young adulthood.⁶⁴ He stated that "The major tasks of late adolescence concern the achievement of an ego identity and capacity for intimacy."⁶⁵ Lidz pointed out that at this stage there had been liberation from the family circle, but there was a need for gaining security.

Nevertheless, with increased education and with rapid social change, there has been an increasing need for the individual to find his own identity independently of his family; the young adult is less likely to remain somewhat dependent or to follow in a family tradition than in previous

⁶⁴Theodore Lidz, The Person (New York: Basic Books, Inc., Publishers, 1968), pp. 342-361 and pp. 362-368.

⁶⁵Ibid., p. 342.

eras, and identity problems have become increasingly common and difficult.⁶⁶

Though there was increasing independency from family for the late adolescent, the individual still had a tendency to remain self-centered and not far removed from his family. This brought out the point that the late adolescent was more concerned with personal self-fulfillment, and had not yet broadened his scope to a community centered or "worldly" one. The student, thus, had not had, probably at this point in time, to "negotiate" with the total community to a great extent. Identity crises and identity formation, said Lidz, were of great concern to the late adolescent.

Some learners at the first year, undergraduate level may be in the stage of young adulthood. Lidz would characterize those persons in this manner:

The young adult's energies and interests can now be directed beyond his own growth and development. His independence from his natal family required that he achieve an interdependence with others and find his place in the social system. Through vocation and marriage he is united to networks of persons, finds tasks that demand involvement, and gains roles into which he fits and is fitted which help define his identity. He is virtually forced to become less self-centered through the very pursuit of his own interests.⁶⁷

Charlotte Towle pointed out the need to recognize in the young adult "... the latent and active psychosexual and psychosocial conflicts of the young adult."⁶⁸ She recognized

⁶⁶ Ibid., p. 343.

⁶⁷ Ibid., p. 363.

⁶⁸ Charlotte Towle, op. cit., p. 99.

the importance of examining personality development and its implications for learning, as well as examining ego-superego development and integration.⁶⁹

Nevitt Sanford talked about the entering university student and pointed out several characteristics of the developmental status of the "freshman" that had relevance to this particular study. He contended that "... the college freshman is in a distinctive 'stage of development' and that actions to promote his further development must be based on a large part upon an understanding of this stage."⁷⁰ It was necessary thus to understand what growth level the student had reached and what behavior patterns needed to be responded to in order that learning as well as students' interests could be enhanced.

Sanford noted that:

... the freshman is in a distinctive 'stage' of development - one that might be called late adolescence. The maximum crises of adolescence proper is over, and controlling mechanisms are again in the ascendancy. But these mechanisms, uncertain and unseasoned as they are, tend to operate in a rigid manner, thus forming a main basis for the authoritarianism that is a distinguishing characteristic of this stage. The freshman's stage is also distinguished by instability in respect to self-esteem. In his uncertainty, the freshman vacillates between overestimation and underestimation of himself, between overcompensatory self-forwarding manoeuvre and withdrawal. He is highly susceptible to other people's appraisals, and overeager to commit himself to self-defining social roles.⁷¹

⁶⁹Ibid., pp. 60-64 and pp. 86-133.

⁷⁰Nevitt Sanford, ed., op. cit., p. 254.

⁷¹Ibid., p. 196.

Other salient features that Sanford pointed out in regard to the freshman in the late adolescent stage included the process of loosening ties of dependency and establishing independency, preparation for adult roles, lack of proper orientation to the external world, lack of the development of a value system based on his own experience, a change in values because of the break away from home and family and lack of development of self-esteem.⁷²

Nevitt Sanford provided one of the most comprehensive views on the entering university student in the area of research on higher education.

Summary

In summary, an examination of the learner in terms of developmental theory helped to determine where the learner was. Knowing this, and also with the recognition of the learning process and learning principles, perhaps there could be clearer conceptions made as to what should be taught in a first year, undergraduate social work and social welfare course, how best to teach the learner in light of our knowledge of learning and developmental theory, and what students' needs and interests were through the examination of the learner from learning and developmental theories.

It was not only relevant to examine the learner in terms of developmental and learning theories, but it must be

⁷²Ibid., Chapters 4 and 6.

recognized that integral to this, was the need to study the learner at the first year, undergraduate level within the context of the nature of career choice as it reflected students' interests with implications for course content.

Career Choice Theory

Introduction

Although university educators may still tend to "arm themselves for battle" at the suggestion that one of their primary functions was to prepare the student for the field of work, most college students and their parents view undergraduate education as at least a part of their overall preparation for a vocation.⁷³ Inasmuch as "social work" education has been considered either to be pre-professional or professional in nature, it has also aimed at preparing the students for employment in the broad vocational area of social welfare. The authors of this study felt it relevant and necessary to view the contributions of career choice theory and research and to discuss the implications for course content at the first year, undergraduate level.

It is an inescapable fact that a great proportion of our population, both men and women, spend a substantial part of their adult lives working in some occupation. There is also, today, a general recognition of the broad psychological importance that the role of an occupation plays in the life of an individual⁷⁴ and that the choice of an occupation is indeed a rather complex process.

⁷³Wilbur B. Brookover, A Sociology of Education (New York: American Book Company, 1955), pp. 46-49.

⁷⁴Anne Roe, The Psychology of Occupations (New York: John Wiley and Sons, 1956), p. vi.

The choice of an occupation, as it confronts every individual, even if all his desires were achievable, is a most difficult task at best. The remarkable fact is that, theoretically at least, any person making a vocational decision has more than twenty-two thousand occupations from which to choose.⁷⁵ Although the individual is given help, through the various systems of classifying occupations which have been developed, knowing about careers and ultimately selecting one is still a formidable and perplexing task for the individual to perform. Like the complex creatures we are, searching for simplicity in life, the conclusion may be drawn that people tend to easily recognize the occupations which for one reason or another are suitable for them. Yet the choice in itself remains dynamic and complex since everyone has the potential for success and possibly satisfaction in a number of occupations or positions.

Donald Super has pointed out that man tends to seek and satisfy three major desires in work, a) satisfying human relations, b) activities that satisfy, carried on in conditions which are agreeable and c) an assured livelihood.⁷⁶

⁷⁵U.S., Department of Labour, Directory of Occupational Titles, 1949 (Washington: D.C.: Government Printing Office, 1949). For all intents and purposes, the number can be attributed to the Canadian scene also. The number may have increased.

⁷⁶Donald E. Super, The Psychology of Careers (New York: Harper and Brothers, 1951), p. 14.

However, despite the work goals individuals have and the importance of work to them, many people fail to attain their aspirations.⁷⁷ The reasons for this are manifold and frequently beyond the individual's control; thus, for the social scientist, the study of vocational choice becomes no less complex than the functional choice itself. Kanter has shed some light on the complexity of the process of occupational choice by attempting to review some of the known factors that influence career selection.⁷⁸ He listed them as follows:

Forces within the individual reflecting his unique psychological development, his diffuse needs, his aptitudes and interests, his self concept and personal role orientations are important determinants of occupational preference. Note also familial, social and cultural influences which produce social role orientations and demands. Consider, moreover, special experiences of both personal and social nature, which are often crucial in determining whether an individual's life will proceed along one or another of various possible paths. Add to these the career opportunities open to some and denied other persons, and the importance of having sufficient information about possible careers. And finally, consider the fact that unconscious as well as conscious factors impinge unpredictably on career decisions, and indeed the process of occupational choice seemingly becomes an inscrutable anomaly.⁷⁸

The seemingly numerous amount of latent and manifest factors which are inherent in the individual's choosing of a

⁷⁷Theodore Caplow, The Psychology of Work (Minneapolis: University of Minnesota Press, 1954), p. 294.

⁷⁸David Kanter, Inducing Preferences for Mental Health Careers (New York: N. A. S. W., 1960), p. 47.

career, and the apparent lack of control or manipulation of the said factors by the individual, have led some writers in this field to view career choice as a haphazard process.⁷⁹ But the majority of writers in this field tend to reject the concepts of accident and chance and, instead, have embarked on research to study selected aspects of career choice and to look for answers to key questions associated with it.

The literature is abundant with studies focussing on individual factors or traits related to career choice and adjustment. However, it is not within the scope of this study to present an intensive review of the literature.

Studies on Career Choice

Studies which have attempted to establish a relationship between selected traits and career decisions can be traced back to the 1920's when Fryer⁸⁰ used tests of intelligence. Strong⁸¹ studied interests in the 1950's and investigations on social status were made famous by Warner and

⁷⁹Lloyd W. Reynolds, The Structure of Labour Markets (New York: Harper and Brothers, 1951), p. 40.

See also: Delbert C. Miller and William H. Fromm, Industrial Sociology (New York: Harper and Brothers, 1951), p. 660.

⁸⁰Douglas Fryer, "Occupational Intelligence Standards," School and Society, XVI (September, 1922), 273-77.

⁸¹Edward K. Strong Jr., Vocational Interest of Men and Women (Stanford: Stanford University Press, 1943).

Hollingshed.⁸² There has also been research on attitudes⁸³ and values⁸⁴ related to career choice; and there have also been psychoanalytically-oriented studies by researchers such as Lantos.⁸⁵ In the 1960's there was a study done by Nechman⁸⁶ who tried to determine the influence of childhood experiences and the vocational choice in law, dentistry and social work.

In pursuit of all these studies it is generally recognized that any one factor alone cannot explain vocational choice or adjustment. Super has indicated that the ideal study would be one in which "... all presumably relevant psychological, social and economic factors are taken into account and in which their predictive validity are ascertained".⁸⁷ There have been two major methods used to analyse the various

⁸²Lloyd W. Warner et al., Social Class in America (Chicago: Science Research Associates, 1949), and August Hollingshed, Elmtown's Youth (New York: John Wiley and Sons, 1949).

⁸³Erland Nelson and Naida Nelson, "Students' Attitudes and Vocational Choice", Journal of Social Psychology, XXV (April, 1940), 219-252.

⁸⁴Morris Rosenberg, Occupations and Values (Glencoe, Illinois: The Free Press, 1957).

⁸⁵Barbara Lantos, "Work and the Instincts", International Journal of Psychoanalysis, XXIV (1943), 114-19.

⁸⁶Barbara Nechman, "Childhood Experience and Vocational Choice in Law, Dentistry and Social Work," Journal of Counselling Psychology, VII #4 (1960), 243-50.

⁸⁷Donald E. Super and Paul Bacharach, Scientific Careers and Vocational Development Theory (New York: Columbia University Teacher's College, 1957), p. 76.

factors of occupational choice. One is known as the actuarial method and the other is known as the "thematic extrapolative" method.

The actuarial method involves the computing of correlations between traits and factors and an aspect of vocational choice or adjustment, using the results to make predictions. Its major weakness lies in the fact that human characteristics and social situations are dynamic and not static.⁸⁸

The thematic extrapolative method seeks to identify the themes in the life history of a person which give clues to the nature of the changes which are taking place in his personality structure and situation. The impact of developmental psychology on vocational choice as developed by Buchler⁸⁹ and Larsfeld⁹⁰ led to the formulation of the concept of vocational development. The implication of this concept is a process of interaction, not a "moment."⁹¹ According to Ginzberg and his associates⁹² the interaction results in a "compromise" between fantasy, needs, interests, aptitudes, values and external reality. This compromise tends to lead to

⁸⁸Donald E. Super, ibid., p. 167.

⁸⁹Charlotte Buchler, Der Menschliche Lebenslauf Ab Psychologisches Problem (Leipzig: Hirzh, 1933).

⁹⁰Paul Larsfeld, Jugend und Beruf (Jena: C. Fisher, 1931).

⁹¹Donald E. Super, "Vocational Development: The Process of Compromise and Synthesis," Journal of Counselling Psychology, III (Winter, 1956), 249.

⁹²Eli Ginzberg et al., Occupational Choice (New York: Columbia University Press, 1951).

the ultimate occupational choice, which the writers called the "implemented preference." Super suggested, however, that what takes place in the process is not "compromise" but "synthesis".⁹³

The authors of this study have found that despite the abundance and breadth of research in the field of career choice, there does not seem, as yet, to be any comprehensive validated theory of career choice. Hence, the concepts and theories offered by three of the best known researchers were used in this study.

Ginzberg and his associates⁹⁴ conducted a cross-section study in which they interviewed sixty-four boys, ages eleven to twenty-four. They described developmental periods which they called fantasy (six to eleven years), tentative (twelve to sixteen), and realistic choices (eighteen years and older). From their findings, they postulated the theory that occupational choice was a largely irreversible process and that compromise was an essential aspect of every choice.

The Social Science Council⁹⁵ in a Summer Seminar concluded that there were four characteristics of individuals

⁹³Super, The Psychology of Careers op. cit., p. 285.

⁹⁴Ginzberg, Occupational Choice op. cit.

⁹⁵Peter M. Blau, "Occupational Choice: A Conceptual Framework", Industrial Labour Relations Review, IX (July, 1956), 533-37.

and four characteristics of occupations which were the key factors in career choice: a) the individual's occupational information, technical qualifications, social role characteristics and reward value hierarchy, and b) the occupation's formal opportunities or demands, functional or technical requirements, non-functional or social requirements and the amount and type of rewards. This group also saw occupational choice as a compromise process, between preference for and expectations of being able to enter various occupations.

Super⁹⁶ developed a theory of career choice based largely on his longitudinal research studies. In his developmental theory, he outlined and defined the following stages: a) adolescence and exploration; developing a self concept, b) the transition from school to work; reality testing, c) the floundering or trial process: attempting to implement a self concept, d) the period of establishment: the self concept modified and implemented, e) the maintenance stage: preserving or being nagged by self concept, and f) the years of decline: adjustment to a new self concept. According to Super, then, in expressing a vocational preference a person puts into occupational terminology his ideas of the kind of person he is; that, in entering an occupation, he seeks to implement a concept of himself; that, in getting established in an occupation he achieves self actualization. The occupation thus

⁹⁶Donald E. Super, "A Theory of Vocational Development," The American Psychologist, VIII (May, 1953), 185-90.

makes possible the playing of a role appropriate to the self concept.

All the existing vocational choice theories have implications for teaching of social work at the university level. If we also agree with most of the authors in this field of career choice, that career choice is primarily a developmental process, then the preceding literature presented is also appropriate.

Vocational Development and Social Work

Vocational development begins in the home in childhood. It is in this period that a tentative self concept is formed and becomes progressively more differentiated as the child grows older. A significant part of this self concept development is related to the world of work, in that the child observes various kinds of workers, such as carpenters, plumbers, policemen, milkmen, mailmen and firemen. He also hears about others such as airline pilots, trappers, steamship captains and train engineers. In taking these roles in play, he is likely to think of some occupations as "better" or more appropriate than others. In addition, some activities in which the child participates within the home have parallels in the world of work and through participation in these tasks, the child compares or hears his performance compared with that of others.⁹⁷ Thus from the inception of the vocational

⁹⁷Super, The Psychology of Careers, op. cit., p. 84.

development process, the family constitutes a highly significant reference group. It exerts strong influence on his emergent concept of himself and the world of work.

If it is true that children make "idealized" career choices in elementary school and "tentative" career choices during their adolescence,⁹⁸ any profession that hopes to recruit should be well known to people in their childhood and formative years. From studies such as the one entitled "Who Chooses Social Work When and Why?", there are indications that social work has not yet achieved this.⁹⁹ Although social work is not one of the "idealized" career choices of children in elementary school, this does not mean that the children would not develop a self concept and the qualities conducive to the profession of social work. Professions such as medicine and teaching can be said to exist in this category. Nevertheless, the child in all probability will not know about social work and if he does know of it by some accident, his parents will probably pressure him to drop the idealization of social work because of its low status. More and more children in elementary school and high school will come into direct contact with social workers, primarily as they exhibit the need for some socio-psychological help. However, the

⁹⁸Ginzberg et al., Occupational Choice, op. cit.

⁹⁹Arnulf Pins, Who Chooses Social Work When and Why? (New York: Council on Social Work Education, 1963), p. 69.

authors of this study felt that these children would less likely enter university, much less enter social work.

In high school the student begins to acquire more information concerning the world of work. Thus, more occupational groups become available. The student also begins to attain academic knowledge, most of which has some observable connection to occupational categories. The student, no doubt, is also made aware of the connection between academic knowledge and career categories, by teachers, parents and peers. (If you want to be a doctor, you have to excel in biology, math and physics.) At this point, the information an adolescent acquires about the world of work concerns not only the kind of work activities associated with various occupations, but also the characteristics of the people who are in these occupations and the relative status of the occupation itself.

Thus it is a reasonably safe assumption to make that most students graduating from high school have a fairly good idea and knowledge of the functioning and value orientations of most professions for which university education would ultimately prepare them. The students achieve this knowledge basically through task identification. Most established professions manifest themselves in society by the performance of their players; that is, their roles, tasks, functions, value orientation and ethics.¹⁰⁰ The basic knowledge of many

¹⁰⁰Barbara K. Varley, "Social Work Values: Changes in Value Commitment of Students from Admission to M.S.W. Graduation," Journal of Education for Social Work, IV (Fall, 1968), 67-76.

of these professions is available today to the student in high schools and the student will begin to search for relevance between his academic capabilities, self concept and his perceived vocational interest.

However, Okin¹⁰¹ reported from a study done in 1969⁴ that only 35% of the population studied were already committed to social work as a career before they entered college. Pins¹⁰² also reported in a study done in 1962 that 70% of all first year graduate students in schools of social work were not even aware of social work as a career during their high school years. He also suggested that perhaps an even larger percentage of all other college age students, at that time, were not aware of social work as a career during their high school years. It is entirely conceivable that, today, there are many more students at the high school level who are aware of social work as a possible career. The fact that social work programmes have now become well-established in universities and the contribution to the media, may well account for this assumed increase.

Nevertheless, the high school student contemplating a career in social work finds himself in somewhat of a predicament, in that there are relatively few courses taught in

¹⁰¹Bergman T. Okin, "The Development of Career Decisions by Undergraduate Social Welfare Majors" (unpublished Ph.D. dissertation, University of Pennsylvania, 1969).

¹⁰²Arnulf Pins, op. cit., p. 70.

high school that would give the student an initial understanding of the functional relationship of the social work profession as sanctioned by society and the profession as a whole. The student may have come in contact with some social worker who left a desirable impression upon him, producing in the student the desire to emulate this professional social worker. Lidz reported that as a child reaches high school he may have some awareness of whether he will seek to emulate a parent or seek some parent surrogate or other ideal figure to follow in terms of vocational choice.¹⁰³ The adolescent may also have been in contact with some social agency as a volunteer or ancillary worker during which time he developed a desire to "help".

The youth in search of vocational relevance to his needs and interests may find that he is drawn toward a tentative, if not total, consideration of a specific professional field. It may be that the adolescent's historical development, that is, his past experiences encountered in his upbringing contributing to his personality formation, may have given him a predisposition towards certain occupational categories. Lidz answered the questions posed as to whether similar personalities tend to select given occupations, or is it that the pursuit of a specific vocation leads to the development of certain traits, by suggesting that both factors operate.

¹⁰³Theodore Lidz, The Person: His Development Throughout the Life Cycle (New York: Basic Books, 1968), pp. 376-7.

He maintained that "... occupational choice is usually a function or reflection of the entire personality; but then occupation plays a part in shaping the personality by providing associates, roles, goals, ideals, mores and a life style."¹⁰⁴ The adolescent may not have had any contact with a social worker or social work agency, but may indeed perceive some congruence between his perception of his self concept and the broad field of the non-medical "helping-professions." The student may indeed find that he is drawn toward social work because of his idealized notions of its practical functioning. In other words, his choice is tentative.¹⁰⁵

The authors of this study contended that students entering the first year, undergraduate course in social work were extremely lacking in the knowledge area of the roles and functions of the social worker, but they were heavily equipped with enthusiasm, emanating from the possibility of matching their self concept with social work as a career. The previous knowledge gained had been vague, confusing and very limited; however, they did possess this desire to "help people", the internal dynamics of which as yet they were unaware. Hence, to present the student with the historical development of social welfare when he enters would do him a great injustice, in that the course content would in no way

¹⁰⁴Theodore Lidz, op. cit., p. 377.

¹⁰⁵Ginzberg et al., op. cit.

be relevant to his needs and interests at that point in time. This great discrepancy between what the student wants to know and what the course content offers may diminish the student's enthusiasm and confuse him even more, finally resulting in the possibility of the school and the profession losing a good candidate. Even worse, the student may continue in the programme, if his desire to become a social worker is that intense, using up a great deal of energy searching for relevance and trying to mitigate his ensuing frustration. The authors of this study suggested therefore that what a student entering a first year, undergraduate social work course wanted to know was: (1) what is social work?, (2) what roles and functions do social workers perform; that is, what do social workers do?, (3) what kind of skills, values, principles and ethics do social workers need to possess, develop, incorporate and master in order to carry out their functions?, and (4) what role does social work have to play in society as a whole? This is where the student is and the course content, at least in part, should relate to these enquiries.

According to career choice theory as postulated by Super¹⁰⁶, Ginzberg¹⁰⁷ and Jordan¹⁰⁸, the acquisition of this

¹⁰⁶Super, op. cit.

¹⁰⁷Ginzberg, op. cit.

¹⁰⁸Pierre J. Jordan, "Exploratory Behaviour: The Formation of Self and Occupational Concepts," in Self Concept Theory: Career Development, ed. by Donald E. Super et al. (New York: Columbia University Teacher's College, 1963), p. 42.

direct information, relating to the student's needs and interests relative to his tentative career choice, should produce certain developmental changes in him. They can be summarized as follows: a) increase in self knowledge: a more realistic appraisal of his interests, abilities, values and personality traits, b) changes in the way he perceives himself: moving toward a more realistic self concept, c) changes in the enhancement of his values, goals and concepts of success, d) decision to abandon or continue a course of study, preference, occupation or course of action, e) greater awareness of the ways in which people and occupations resemble or differ from each other, f) seeing significance and relevance in something which previously had little or a different meaning to him, g) clearer formulation of objectives and h) increased confidence in, or commitment to, his objectives.

Thus, to present the student with knowledge relating to the present functioning of the social work profession, at the earliest point on entry into university, would be perhaps of tremendous benefit to the student. It would quite probably enhance the student's exploration of the educational process by affording him movement toward a more stable and realistic career choice congruent with his perceived self concept.

Nevertheless, it has been the authors' experience, having been exposed to the educational programme in social work, having talked to students from other universities and observing their calendar offerings to social work students, that the first year introductory course is centered around

social welfare as an institution, and is usually taught from an historical perspective. A Canadian Association for Education in the Social Services study of undergraduate social work programmes in Canada found that students generally were given at least a two year sequence of instruction emphasizing the institution of social welfare and the place of social work within that institution. The major objectives of the sequence appeared in most cases to be more than providing the student with the historical development of the social institutions within which social work was used, although the authors did recognize this historical approach as being heavily stressed. They also found that the sequence appeared to be attempting a fostering of an awareness of how structures relevant to welfare have changed, how they may be analyzed and how they may be influenced.¹⁰⁹ This approach is relevant to some content, but only after the student is given direct information, congruent to where he is; that is, knowledge which would relieve the student's anxiety about his tentative professional orientation, by either the crystallization of his choice to be a social worker or rejection of this occupation due, maybe, to incompatibility with his perceived goals, his personality and self concept. A profession like social work, which is relatively unthought of as a professional choice by the public at large and the general student body, is likely to be at a

¹⁰⁹A Report on the First University Degree in Social Work, op. cit.

severe disadvantage unless it is perceived as an interesting vocational alternative.¹¹⁰ And it was the authors' contention that, in order to make social work an interesting vocational alternative, in the academic situation, the course content of the first year social work class should acquaint the student with the present functioning of social work.

If the student, then, at least, begins to make a firm commitment to becoming a professional social worker, he could now be freed to direct his energies to pursuing the historical and philosophical knowledge base of the profession.

Howard Mumford Jones¹¹¹ suggested that when the student establishes a professional or vocational goal, his educational process finally comes into focus. The Council on Social Work Education study of 1959¹¹² reported that students who seemed to get the least out of their schooling were those without a determined vocational goal. This is probably why students entering university today are encouraged to choose a major in their first year of the undergraduate programmes.

Lidz concluded that "... when a youth makes the choice about his future occupation, he has settled many problems, for he can direct his attention and exert his energies in preparing for it. What he will do in life helps answer the

¹¹⁰Bisno, op. cit., p. 34

¹¹¹Howard Mumford Jones, Education and World Tragedy, op. cit., pp. 72-5.

¹¹²Bisno, op. cit.

query, 'Who am I?'¹¹³

At this juncture, when the student feels that he has finally made his decision about pursuing the objective of becoming a professional social worker, enthusiasm in him will undoubtedly begin to manifest itself in many ways, one of which certainly will be a need to begin to identify himself with the profession. This he can do in several ways. He can begin to identify himself more with the faculty and other students whom he perceives as having made the same commitment. He can also begin to focus some of his energy and attention on the social service institutions in the community, looking for experiences which would reinforce his commitment, searching for understanding of the real world from his newly found perspective. The authors also suggested that at this point the student would be more open to the historical development of social work and social welfare. The search continues, and the adolescent's view of himself in relationships with other people, especially "those in need", takes on a new dimension. Hence, a new dimension of relevance is encountered; that is, the relevance of course content to newly developed needs and interests. The student now entertains the desire to begin to test out the reality of his choice. This would probably indicate that the decision to become a social worker is not truly a final one. And, in keeping with the career choice

¹¹³Lidz, op. cit.

as a continuous developmental process,¹¹⁴ this situation becomes clearer. The student now develops a need to subject his personality, values and self concept to practical functioning of social work in the "real world", through observation and limited participation.

This may appear to be a rather difficult task to be accomplished and indeed it sometimes is. It can hardly be expected that the teacher himself directly provide these experiences in the classroom, although, with the aid of role playing, he can approximate field situations. The real answer lies in the availability of field experience. Field experience should not be considered an entity in itself, but should be related and connected to the classroom experience of the students and the teacher, and the course content. Waltz has conceptualized and imaginatively provided social work educators at the undergraduate level with a functional framework for field experiences. This author brilliantly describes a host of activities for students when there is no field experience connected to the course.¹¹⁵ Matson has also developed a rather excellent guide for teachers interested in their students having field experience.¹¹⁶ The teacher,

¹¹⁴Ginzberg et al, op. cit.

See also: Super, op. cit.

¹¹⁵Thomas H. Waltz, "Use of Field Experience in Teaching Social Welfare as a Social Institution", Social Work Education Reporter, XIII (December, 1965), 23.

¹¹⁶Margaret B. Matson, Field Experience in Undergraduate Programmes in Social Welfare, (New York, C.S.W.E., 1967).

however, can collaborate with community agencies to have the students visit these agencies, on a student rotation basis say, at least two afternoons per week, after which the experiences of these can be discussed in class or with the students in small groups. Students can also be encouraged where possible to volunteer their services for a few hours a week. One of the authors of this study, having functioned in the capacity of "teaching assistant" to a first year social work class, has noted that a fair number of students are holding part-time jobs in social service agencies or are volunteers in such agencies. This author also has received enquiries from students as to his knowledge of any agencies which are soliciting volunteers or seeking part-time help. Students who are encouraged to have field experience in their first year of undergraduate social work education can find even more relevance in course content by reciprocal transference of learning from the class to the field and vice versa, thereby enhancing the process of career choice and the student's educational experience.

Samoff¹¹⁷ also proposed field experience as being relevant to the needs and interests of first year, undergraduate students. Her contention is that young college students are propelled to a great degree almost pell-mell from kindergarten on into college education. And, because of the

¹¹⁷Zelda Samoff, "The Continuum Revisited - The Undergraduate Underpinnings", in Continuities in Undergraduate Social Welfare Education, ed. by Council on Social Work Education (New York: C.S.W.E., 1969), p. 31.

student's idealistic notions of what college is about, he inadvertently collides in a head-on collision with reality. The youth is faced with the dilemma of having to take many introductory courses in general education which are in essence survey courses. (What these courses are introducing the student to, or what they are indeed surveying, is another matter). Each student, however, finds himself in a course not of his own choosing. When this is added to the normal slump that students find themselves in, the search for identity, knowledge, for meaning, for relevance to life in self and education, "What better time to have a field experience, to be involved in individual and small group development, to be exposed to cultural and economic differences, before attitudes rigidify?"¹¹³ The authors of this study believe that this dual experience of class and field can greatly benefit the student's search for identity, knowledge and understanding of himself in relation to others and to his professional choice. The student is able to internalize his experiences and negotiate them through the congruence of course content, field experience, his personal needs and interests in this area and his self concept. It is very likely then that the student will make this learning process his own, and be better able to master and incorporate into the self what he has learned. As Charlotte Towle once put it, "It is only as you master something rather than merely

¹¹³Samoff, op. cit., p. 31

entertain things that you will have made what you learned your own. What is your own way you can use freely - to depart from the established order."¹¹⁹

Summary

Using the theories of career choice, the authors have attempted to draw implications for course content of the first year, undergraduate social work course. The contention that course content should be relevant to students' needs and interests was in this section related to the students' need for relevant information which will help them solidify their interest in social work or reject it as not being compatible with their respective personalities, values and self concepts. In this analysis, the authors suggest that to present the student, upon entry into first year, undergraduate course in social work, with the historical development of social work and social welfare is to do a great injustice to the student; the rationale being that students tended to learn and incorporate into the self only that which they were interested in. And therefore, students entering university from high school with little and vague knowledge of social work, coupled with the developmental process of career choice, were viewed by the authors as being more interested in the

¹¹⁹Towle, op. cit., p. 396.

present functioning of social work and social welfare than the historical development of social work and social welfare.

Social Work Education and Curriculum Development Theory

The Objectives of the Undergraduate Programme in Social Work Education

The Council on Social Work Education summarized these objectives in relation to the undergraduate programme in social work education:

- 1) To contribute to the enrichment of general education by helping students know and understand social welfare needs, services and issues.
- 2) To prepare students for graduate professional social work education.
- 3) To prepare students for immediate employment in social welfare positions not requiring graduate social work education.
- 4) To contribute to the preparation of students for graduate professional education or for immediate employment in one of the other human service occupations.¹²⁰

In a report issued by the Canadian Association for Education in the Social Services it would appear that most Canadian universities which have undergraduate social work education programmes have placed a great deal of emphasis on two major objectives:

- 1) Preparation of students for graduate social work education.
- 2) Preparation for employment in social welfare positions not requiring graduate social work education.¹²¹

These broad objectives adhered to by these two associations are essentially the same; however, the Canadian universities appear to be viewing the undergraduate degree

¹²⁰Council on Social Work Education, Curriculum Guide, op. cit., p. 6.

¹²¹A Report on the First University Degree in Social Work, op. cit.

in social work (The Bachelor of Social Work degree) as an entity in itself; that is, the degree is considered a terminal professional degree. It assumes that for some students this degree will be a termination point. These students will consequently enter the field as professional social workers, taking up positions appropriate to their educational training. But, if the student with the Bachelor of Social Work degree decided to go on to graduate education in social work, then his previous education naturally would have prepared him for this also. Among social work educators in the United States, there exist many conflicts as to where the greatest emphasis should be placed. These educators seem to be more preoccupied with a quest for congruence between the stated objectives and the "liberal education" which the University should provide.¹²²

Nevertheless, there is great pressure being placed on universities in the United States today, to accept as viable the objectives as put forward by the Council on Social Work Education. The Advisory Council on Public Welfare emphasized that

... unless prompt and effective action is taken to ensure a sufficient supply of manpower with skills and knowledge ... the most vulnerable of our citizens (will not) reap the full benefits of new opportunities assured by progressive federal, state and voluntary programmes.¹²³

¹²²Carol H. Myer, Staff Development in Public Welfare Agencies (New York: Columbia University Press, 1966), p. 25.

¹²³U.S. Department of Health, Education & Welfare, Having the Power, We Have the Duty (Washington, D.C.: Government Printing Office, 1966), p. 57.

Social agencies have also been directing their voices toward social work educators in universities, as to the need for more highly educated undergraduate social work personnel. These agencies are not only demanding quantity but also quality; they are articulating their expectations as to desired educational qualities of their prospective employees.¹²⁴ It should become obvious by now that the objectives of social work education as stated are relevant to the perceived needs of society as reflected by the demands of social agencies, and are therefore relevant to the manifest needs of the social welfare institutions themselves. All these previously stated points must be translated into course content, which must also be relevant to the students' needs and interests, or else the overall intentions of the objectives would be lost in a maze of chaos.

The present confusion, or to put it mildly, disagreement, as to what content should be included in the social work undergraduate offerings, especially the first year course, has been seen by some as a reflection of the precarious state of the profession itself. The authors of this study suggested that the present state of the profession does indeed have a bearing on the situation, but that the controversy between the professional and liberal educational concepts may have a greater bearing on the disagreement as to course

¹²⁴ Ibid.

content at the undergraduate level. Most educators would probably state that such a controversy no longer exists and they may indeed be correct in their statement. However, the battle has left its scars on the memories of these educators and the university community. Our contention was that the controversy has not been really resolved, but has been repressed or suppressed in the minds of educators, thus allowing them to function, at least subconsciously, as though the problem still existed. It has been curiously perplexing that although schools of social work have now accepted as one of the objectives of social work the preparation of the undergraduate for immediate employment, thereby recognizing the need for early student identification with the profession, that these same schools offer students in their first year course, content relating to social welfare as an institution, mainly from an historical perspective. This approach will no more foster an early identification with the profession than a first year survey course in sociology. Thus the first year, undergraduate course in social work appears to be designed in terms of content and organization, to adhere to the traditional dictates of the university purpose, rather than to reflect the objectives of social work education and the needs and interests of students for whom the course is intended.

The intention here was not to suggest that the existence of a dichotomy between liberal education and professional, whether it be "real" or "contrived", was necessarily dysfunctional; on the contrary. A non-emotional recognition

of the differences between liberal and professional and their respective conceptual contributions to the overall educational objective can be a boon to the educational process. The authors felt that the difference between these two concepts lay in their respective foci relative to their stated objectives or ends. Liberal education provides no unity of knowledge, but instead offers an exposure to learning, whether it be fact or fiction, fantasy, science or philosophy.¹²⁵ It proposes to give the student a broad education - resulting in the "educated man" who is then able to pursue any profession, but the choosing of the profession is not the real concern of liberal education; it is a by-product. Professional education provides a unity of knowledge directed to broad occupational categories, becoming narrower at the graduate level, where aims are toward more specialized areas within the broad occupational categories. It was found that social work educators in Canada¹²⁶ appear to subscribe to the reasoning that "professional" education necessarily includes "liberal" education; the reasons being that professional education includes the broad pursuits of a "... civilizing knowledge

¹²⁵Benjamin H. Lyndon, "The Creation of Relevance: Social Welfare Education in Continuity", in Continuities in Undergraduate Social Welfare Education, ed. by Council on Social Work Education (New York: Council on Social Work Education, 1969), p. 9.

¹²⁶A Report on the First University Degree in Social Work, op. cit.

component, a commitment to the liberal attitudes of objectivity, tolerance, rationality, etc., and aims to develop the abilities of the liberally educated person of logic, clarity of expression, etc."¹²⁷ However, these educators rejected the suggestion that liberal education has a professional component,

... because education for a profession demands coverage of particular areas of knowledge in greater depth than the 'civilizing' objectives require, because the profession requires its practitioners to develop particular abilities.¹²⁸

This may have been true earlier in the history of university education, but today, at least in the minds of students, education is both liberal and professional, in that higher education is the only passport to employment in certain occupational categories. Hence the real value in maintaining or recognizing the dichotomy between "liberal" and "professional" education, would be to make sure that the student gains from the enriching attributes of both. This in effect recommends that the objectives of both can be harmoniously combined in any curriculum and most courses, especially in social work education.

What appears to have happened though, is that social work curriculum developers have dichotomized the "liberal" and "professional" concept in the programme, by making the

¹²⁷Ibid.

¹²⁸Ibid.

first two years of the undergraduate programme a "little professional" leaving "professional" education for the graduate years. This may have solved the problem from their point of view, but the student entering university and interested in beginning to identify himself realistically with the profession is left to wander in the wilderness of indecision. In keeping with one of the stated objectives of social work education (to prepare the student for immediate employment in the social welfare services) and the postulates of career choice theory¹²⁹, it would seem quite appropriate and beneficial to present the first year, undergraduate students of social work with course content which would facilitate the choice of an early identification with the profession. This is where the student is psychologically; therefore, course content would be more effective in terms of student learning, if it were related, at least in part, to the students' needs and interests.

The Curriculum in Social Work Education

The development of social work curricula has been given extreme attention by most of the writers in the field of social work education.¹³⁰

¹²⁹See Super, op. cit. and Ginzberg et al, op. cit.

¹³⁰Bisno, op. cit.

The curriculum is in fact a reflection of the objectives of any educational programme. It is the logical and supposedly sequential organization of courses organized in such a fashion as to fulfill the overall objectives of the said programme. It would be immediately apparent that the construction of a curriculum is indeed a rather complex task and for an educational endeavour as new as social work is, the task becomes even more tremendous. There are three major areas of special concern to curriculum developers, namely: continuity, sequence and integration. Tyler¹³¹ has probably been the most noted writer in this area of social work education. He saw continuity as involving a sustained emphasis over a period of time on the major aspects of knowledge or behaviour the students are to learn. For the learning of concepts and theories, continuity would require that they be used in a variety of learning experiences over a considerable period of time. Desired skills, attitudes and value orientation would also be emphasized again and again through various courses in the class and practice in the field. In other words, continuity can be viewed as a pervasive thread of certain specific knowledge areas, stretching itself throughout the full extent of the educational process.

¹³¹R.W. Tyler, Basic Principles of Social Work Curriculum (Chicago: University of Chicago Press, 1950).

See also: R.W. Tyler, Building the Social Work Curriculum, (New York: Council on Social Work Education, 1960).

Sequence refers to curriculum development and structuring so that each learning experience will add something new, building on previous experiences and going beyond them. This was intended to deepen and broaden the student's learning experience.

Integration is the process whereby the student relates learning he has already acquired, whether in field work or in academic courses, or in his family and socio-psychological development, to what he is presently learning. His perception of connections, either likenesses or differences, is presumed to increase his rate of learning and his retention of material.¹³² It is the student who must ultimately do the integrating.

The course content and structure together with the overall curriculum can be so designed to facilitate integration on a continuous basis, but the student, the locus of the entire enterprise, and what he learns, is the final test of integration. Integration and relevance are somewhat akin in this context, and it is sometimes difficult to tell them apart. The authors of this study would like to suggest that integration refers to the end state. Conceived thus, it implies the attainment of completion, the linking together of parts into a useful, meaningful whole. Relevance, on the other hand, can be viewed as the process or the nec-

¹³²Tyler, op. cit.

essary quality without which integration would either not take place or be impaired. It implies that the student must first see relevance between the entities and his needs and interests before integration can take place. Lowy and his associates¹³³ hypothesized "... that some arrangements of the curriculum facilitate integrative learning better than others." They further elaborated that the task then "... is to structure courses or other instituted units into patterns that are most likely to bring about more effective integration."

The processes of continuity, sequence and integration are rather complex and entertain many factors too broad to review in this study. However, the researchers would venture to relate these three major concepts to the first year, undergraduate course in social work. The reasoning behind this analysis refers to the fact that continuity, sequence and integration must begin somewhere. If we stretch the imagination a little, the concepts of continuity, sequence and integration can be viewed as a continuous procession, beginning in early childhood and progressing throughout the life of the individual. In the years of formal education, however, these processes are specifically organized to fulfill a "narrow" objective, and a conscious effort is made to organize them in such a fashion as to ensure the desired outcome.

¹³³Lowy et al., op. cit., p. 63.

In reference to social work education, "continuity" presumably begins in the first year of the undergraduate programme or should begin there. Although this statement may appear a contradiction of terms, nevertheless, the idea is sound. It means that the major aspects of knowledge and behaviour the students are to learn, be presented first to the students entering social work at the first year, undergraduate level. This presupposes that the students have not at this point acquired the major aspects of knowledge and behaviours requisite to the profession, and that major aspects of knowledge and behaviour are relevant to the students' needs and interests. It was stated earlier in this study that students entering the first year social work course from high schools either do not know much about social work, or have vague conceptions of the functioning of the profession.

If by sequence we mean the structure of learning experiences so that each will add something new, building on previous experiences and going beyond them, with the intention of deepening and broadening the students' learning - then we can ask the question, what previous experiences do we build on? What new material do we supply? With reference to the previous three sections of the introduction to this study, learning theory, socio-psychological development and career choice theory, sequence could be viewed as beginning for the student, relative to where he is as postulated by the three theoretical orientations. If the course content is

to be relevant to the students' needs and interests, and the objectives, then, in looking at the question of what new material to present, only one answer is possible; the presentation of content that would help the student measure his self concept, personality and value system against his tentatively chosen profession of social work, or help others see social work as an attractive, vocational alternative, together with content that would satisfy all the other objectives of social work and academic education.

If previous experiences at this level are to be built on a concept especially relevant to social work, then the search for knowledge which would help the student choose or crystallize his tentatively chosen occupational affiliation is not the only dimension in terms of where the student is in his present phase of development, to which the course content should be relevant. The students have other needs and interests of great importance to them which should also influence the direction of course content. The student brings to the classroom valuable past experiences emanating from his relationships with other individuals, his family and the community on the whole. In his own growth process he is somewhat preoccupied with a search for identity, exerting a great deal of energy pursuing this quest. Zelda Samoff suggested in a recent paper that we must always be ready to question the relevance of course content within the students' perception, and advocated a curriculum which moves logically from the individual to the small group to the larger community and

society. And also, that the course content should move psychologically from the adolescent's view of himself to the adult's view of the world.¹³⁴ Samoff also stated that

... curriculum development in social welfare must combine the theories of development and instruction, so that curriculum is geared to the students' own growth process, perception and experience in order to stimulate intelligent, imaginative and innovative ideas. Student thought must be solicited, and shared and integrated.

The authors of this study put forward the view that in order for course content to be relevant to the needs and interests of the first year student, it should also provide material related to the knowledge area of the individuals in society and the problems they encounter. In other words, the course content should also be organized in a logical sequence beginning with the individual and moving to the society as a whole. The course content should also offer the student a beginning understanding of the role of social work at each level of intervention.

The Concept of Integration

The authors have already discussed the difference between the concepts of "integration" and "relevance". The concept of integration has a further dimension. When we refer to integration in university education and social work education, and viewing it as a process, we are faced with two dis-

¹³⁴Samoff, op. cit., p. 23

¹³⁵Ibid., p. 27.

inct but separate processes, namely, "vertical" and "horizontal" integration.¹³⁶ In social work education the process of vertical integration operates through the integration of knowledge gained in each successive social work course; while horizontal integration implies the integration of knowledge gained between and among other elective and compulsory courses that have a bearing on social work but not of a social work nature (for example, psychology, sociology, economics, political science and other areas). Herbert Bisno stated that

... a frequently heard complaint is that the student does not show the benefit of his work in the basic disciplines when dealing with related materials in social work content courses. Instructors in both undergraduate and graduate social work courses made this observation repeatedly. It needs to be recognized that, with the present degree of specialization, even introductory courses in the basic disciplines are taught without much reference to one another and are learned by the student in an equally discrete manner. Furthermore, the instructors in these basic disciplines frequently fail to point up the possible 'application' of such content.¹³⁷

He further illustrated the problem by the recapitulation of these comments: "Students who take courses in sociology of groups don't seem to have any advantage on courses in social group work over students without such preparation", and "... students who take economics don't seem to be able to relate what they have learned in these courses to political science, sociology or to social work."¹³⁸

¹³⁶Tyler, op. cit.

¹³⁷Bisno, op. cit.

¹³⁸Bisno, op. cit.

This situation is an extremely disheartening one for social work educators and university educators in general.

Stroup says that:

The concept of the unity of learning has grown dim or has been utterly disregarded in many places ... Basic general education has often been neglected...fragmentation of the fields of knowledge and professionalism has been increasing at an alarming rate - so much so that cross-breeding has become necessary among some of the studies...and that some means must be sought out by educational leaders to rectify the situation or reverse the trend.¹³⁹

Although one might attribute this situation to poor preparation of the students in high school, or to lack of intellectual sophistication on the part of the present university students, the continuous recurrence of the sentiment suggests the existence of a genuine problem. And, although most of the blame can be directed at the educators, it is the students who are receiving the unfortunate result of the problem. It is quite possible that the student can be taught how to integrate material, but integration is a part of learning and learning is an active role, and the student will only learn to the extent that he actively engages himself in the learning process.¹⁴⁰ The object of all learning centres around the student's needs to gain facts in such a context of connectivity so as to per-

¹³⁹B. Stroup, The University in the American Future, (Lexington: University of Kentucky Press, 1966), p. vii.

¹⁴⁰Mary E. Robertson, "The Role of the Students", Journal of Education for Social Work, IV (Spring, 1968), 61.

mit him to use the acquired facts generatively.¹⁴¹ In social work education, both horizontal and vertical integration should begin for the student in the first year of the undergraduate university education. The authors believe that if course content is related to the students' needs and interests, as outlined in this study, integration would be greatly facilitated. The student is not being educated to participate in some quizzes, contests with his classmates, although this would appear to be the case in many institutions of higher learning at the undergraduate level. He is being educated for roles and his energies should be engaged actively to generate critical thinking from what he has learned. Little credit can be given to the student who simply remembers what was said by the instructor, or what he reads and repeats with accuracy.¹⁴² This act of mental regurgitation is often witnessed in universities. It may be a habit developed by the student in high school; it may also be that the university instructors themselves contribute to the perpetuation of this behaviour, by the practice of examination through multiple choice questions. Or, it may be that the course content is not relevant to the students' needs and interests, forcing him into memory gymnastics which have as their only aim the passing of an examination. Therefore, after regurgitation of

¹⁴¹Ibid. p. 60.

¹⁴²Ibid. p. 61.

the memorized facts, the student perceives that he has no longer any need of them. However, if the content of the course, the facts and shared knowledge, were relevant to the student, he would have undoubtedly incorporated and integrated them into his self, thus possibly acquiring an understanding of the material - a true learning experience; rather than using his energies for the worthless task of memorization directed towards the sole purpose of getting at least a passing grade. In this situation, "... what is crucial is not what the students are taught, but what they learn."¹⁴³

It has been the observation of the authors of this study that most first year undergraduate students have a strong desire to learn, especially in the area of what the profession is about. They have embarked on a search for future identity which, to a great degree, has been influenced by occupational choices and many of them have strong desires to become social workers, and to begin to master whatever knowledge and competence that is relevant to their aims. This desire cannot be neglected and should be respected in course content, based on the assumption that students are highly motivated to learn what they perceive and regard as relevant.

¹⁴³Younghusband, op. cit., p. 50.

However, there are those who would argue "... that students do not necessarily know what is relevant or see the relevance of all that they are taught. Alternatively, they accept uncritically what their teachers provide and in neither instance do they really make it part of themselves."¹⁴⁴ There are essentially two parts of this argument which need exploration and clarification: (1) That students do not necessarily know what is relevant to them; this statement implies that, in part, the students do not know what they want to get out of a course. Essentially, most first year, undergraduate social work students, or any other students entering university for that matter, have some expectations of what type of knowledge and information they would like to acquire from the course they have elected to take. These expectations usually are related directly to the student's aims and objectives; that is, the expectations emanate from the student's own self interests. In these terms the student does know what should be relevant to him. It seems, however, that the student also labours under the assumption that the professor "being all the things that he is", knows what is relevant to the student. It is a kind of "you should know" syndrome which comes from the student's perception of the defined role of the professor. Therefore, the concern is not so much that the students do not necessarily know what is relevant to them, but that the professor, as reflected in

¹⁴⁴Ibid., p. 51.

the course content, does not know what the student perceives as relevant to himself at that point in time. Hence, what is taught may indeed have no bearing on what the student learns. Consequently, what they do learn is less likely to be incorporated into the self and be made their own.

(2) That students do not necessarily see the relevance of all that they are taught; most social work courses in the first year undergraduate social work programme profess to acquaint the students with social work and social welfare as social institutions.¹⁴⁵ These courses are usually taught from an historical perspective. The course content itself can be nicely laid out so that each part follows in a logical sequence and where each part is relevant to the other and to the whole, but not necessarily relevant to the students in terms of their needs and interests. The students are also required to carry out other compulsory courses and a few suggested ones, which also follow the instructional trilogy of the historical, present and future. The trick for the student to perform now is to perceive relevance in, among and between these courses. This is indeed a formidable task, for even the brightest and most diligent of students. The authors of this study feel that this gigantic task with which the student is faced could be mitigated and the student can be freed to see relevance in most of what is

¹⁴⁵Samoff, op. cit., p. 30.

See also: A Report on the First University Degree in Social Work, op. cit.

taught, if, at first some of what is taught is related directly to the students' needs and interests. Obviously what is taught should also be a reflection of the objective of social work education as perceived by the professor. It is only when there is congruence, a harmony between these two perceptions, that the students are truly free to perceive relevance in all that they are taught. It is also conceivable that once students have found the relevance in course content that is most basic to their needs and interests, then it becomes easier for them to see relevance that is "further away". In other words, knowledge and information, which before would have been uninteresting and confusing as to its relevance, now becomes clearer and the students' energies would be released to explore it critically, possibly achieving a better integration of all the "relevant" material in the programme; thus making their endeavour a true exercise in learning.

The Concept of "Relevance" as used in this Study

One dictionary described relevance as thus: "having bearing upon, pertinent to the matter at hand."¹⁴⁶ With a slight stretch of the imagination, it immediately becomes evident that the term "relevance" has a multi-dimensional nature.

¹⁴⁶H.W. Fowler and F.G. Fowler, ed., The Concise Oxford Dictionary of Current English 5th edition, (Oxford: Oxford University Press, 1964).

Such questions as - relevant to what?, relevant to whom?, and relevant to what degree? can be asked. The authors of this study have placed emphasis upon relevance of course content to the first year, undergraduate social work students' needs and interests. Obviously, this statement must be taken in its full context. Course content must also be relevant to the professor teaching the course, to the curriculum and its sequential nature, to the objectives of social work education and to the demands of university education. Social work education must also be relevant to society. (Higher education is irrelevant to the most vexing problems of America in the 1970's or this is the way college students see it, according to the Scranton Report).¹⁴⁷ Social welfare agencies have also been clamouring for relevance, their concern being competent manpower. On closer observation of all these interrelated parts, one point seems very clear, and that is that all the related parts have one very incapable focal point - the student; the complexity of the functional and reciprocal inter-relationships between and among these areas of relevance in this context is not conducive to any depth of exploration in this study. Nevertheless, these authors felt that each part should be briefly explored in relation to their bearing on the relevance of course content to the needs and interests of first year,

¹⁴⁷ The President's Commission on Campus Unrest, "The Scranton Report", The Chronicle of Higher Education, V (1970).

undergraduate social work students.

The Concept of "Interest" as used in this Study

Interest is the manifest reflection of the "stage" and "idiosyncracies" of the bio-physical and socio-psychological development of the individual. It is essentially motivated by the person's self concept and perhaps seeks to test, reinforce, enhance or change the self concept. It may be that the individual is consciously aware of some of the dynamics of his interest, but he may also be unaware of why he is motivated toward certain interests. Interest, then, can be viewed as creating a state of "disharmony" - "a felt need" - within the individual that must be reconciled. For example, an individual who is interested in pursuing a career in medicine must launch himself on the path that would ensure the attainment of his desired goal. If the individual's self concept has been accurately translated, in that relevant aspects of his socio-psychological and bio-physical developments are congruent, then, barring happenings of an accidental nature, it is very likely that he would achieve his goal, and restore harmony in the self. On the other hand, the individual's self concept may have been improperly developed or translated: he may have over-estimated, or even under-estimated his "capabilities", resulting in either a modification or change of the self concept to match the existing self concept. If we subscribe to the theory that

one's self concept is in a continuous state of development, then one of the important facets of this development is the need to test the self concept to receive feedback.

William James talked about the organization, structure or system of knowing, which has implications for the congruence of course content to students' interests. James wrote:

There can be no improvement of the general or elementary faculty of memory. There can be only improvement of our memory for special systems of associated things; and this latter improvement is due to the way in which the things in question are woven into association with each other on the mind. Intricately or profoundly woven, they are held; disconnected, they tend to drop out just in proportion as the native brain retentiveness is poor. And no amount of training, drilling, repeating, and reciting employed the matter of one system or objects will in the least improve either the facility or durability with which objects belonging to a wholly disparate system tend to be retained.¹⁴⁸

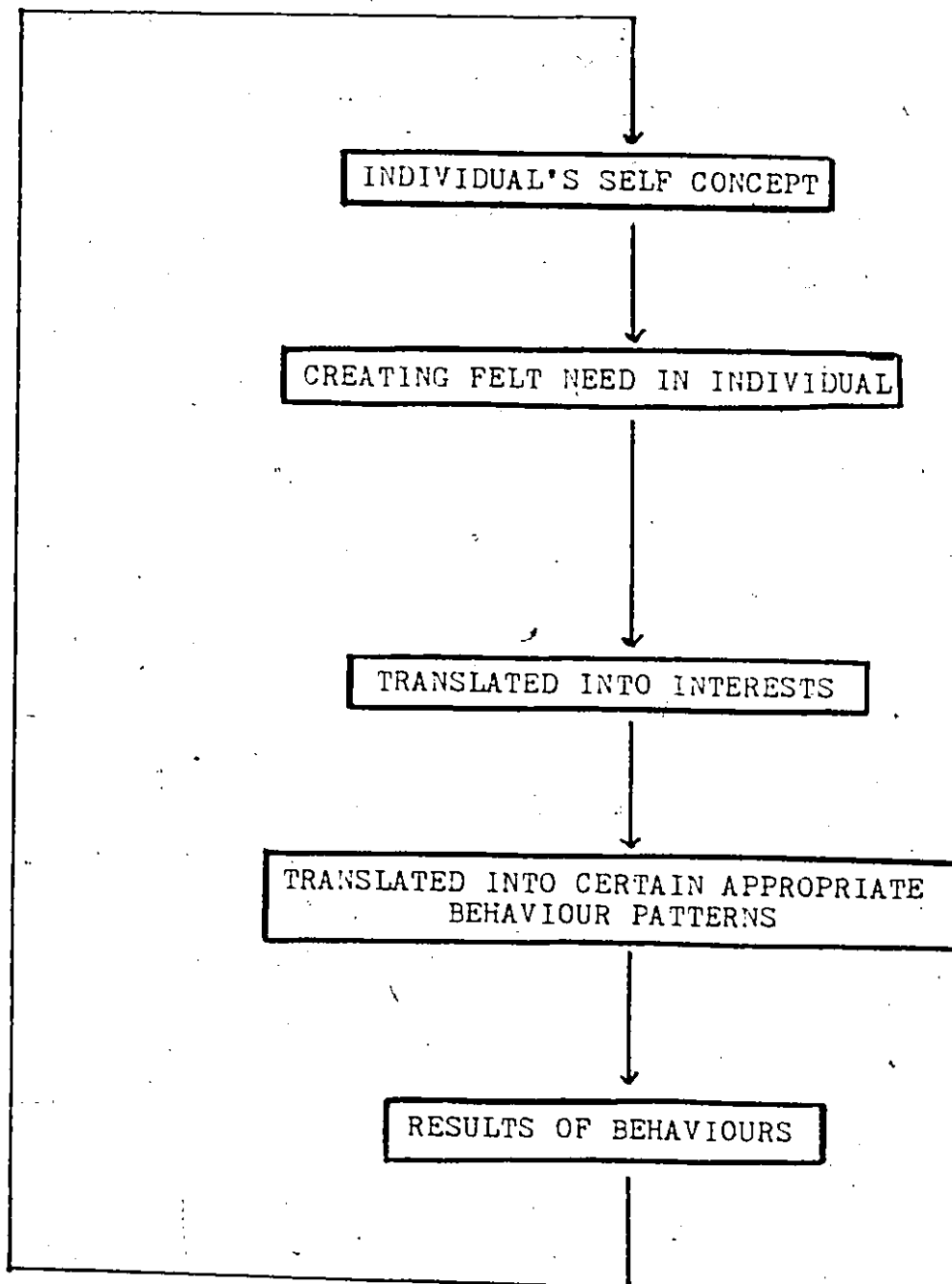
From these considerations, a simple model of presenting course content may be derived,

... begin with the line of native interests, and offer objects that have some immediate connection with these. Next, step by step, connect with these first objects and experiences, the latter objects and experiences which you wish to instill. Associate the new with the old in some natural and telling way, so that the interest being shed along from point to point finally suffuses the entire system of objects of thought.¹⁴⁹

¹⁴⁸William James,

¹⁴⁹Ibid., p. 48.

GRAPHIC REPRESENTATION OF THE CONCEPT OF "INTERESTS"



The Importance of Studying the First Year Undergraduate Students and Course Content in Social Work Education

University education constitutes a continuous growth process for the students. Many social workers and other educators also believe that university education should furnish the students with the ability and desire to continue "learning" beyond graduation. Bruner's basic assumption about growth in the educational process "... is characterized by increasing independence of response from the immediate nature of the stimulus."¹⁵⁰ This implies that the course content, its organization, and the quality of the instructional methods should draw the learner above the simplistic response to concrete stimuli. Perhaps the learner best achieves this independence by grasping the structures of knowledge, insofar as his basic interests and needs, relevant to the subject matter, are first met. Furthermore, in viewing learning as a growth process makes obvious the recognition that the students do, and perhaps must, internalize the subject matter. For all this to take place, it is probably advisable that the entire process begins at the beginning of the student's university career, and continues to be built upon throughout this career. Hence when the students leave the university environment, they would have acquired the wherewithall to continue constructive learning on their own.

¹⁵⁰Bruner, op. cit., p. 66.

Throughout the four sections of the literature survey in this study, there has been implicit if not explicit reason that suggests why it is so important to study the first year, undergraduate students and course content in social work education. Developmental theory suggests to us that the early experiences in any aspect of our individual growth process has great importance to that individual's functioning. In social work practice, the practitioner adheres to the belief that his initial contact with the client more often than not influences the trend of their therapeutic relationship, hence the concept of "beginning where the client is" - what his interests and needs are. The same concept is perhaps quite appropriate to the social work educational process.

It is an embarrassing and often maddening experience for students to hear from a professor teaching a course that they are lacking knowledge in areas which should have been gained in previous courses. This is a situation with which most students are continually being confronted. It may be that the professors in question have too high an expectation of what the students should have gained from previous courses; it may also be that professors are not really aware of what is being taught by other professors. Nevertheless, the yearly recurrence of this statement seems to imply that it is a genuine problem. If we assume that the subject matter is being taught and other professors do know, even vaguely, what is being taught by others, and that their

expectations of what the students should have learned is reasonable, then the question becomes why haven't the students learned and integrated the previous subject matter, and how is it best to design and organize courses so as to facilitate learning in the student? The authors of this study suggested that the course content and organization should be relevant to the students' needs and interests, beginning in the first year course of the undergraduate programme, which, in effect, becomes the foundation, the launching pad if you wish, for the future of the students' growth process in the university. Obviously, as the students' needs and interests are satisfied in this first encounter, they will gain perhaps new and relevant interest in their chosen course of study.

Summary and Synthesis

The major focus of this study was the interests of first year, undergraduate social work students and the implications that these interests have for the content and presentation of the course. In effect, the study's primary focus was on the student, which was reflected in the major assumption made in the study; that course content should be related to students' needs and interests. After much consideration, the authors found that, in order to do justice to this research endeavour, four distinct, but related areas of literature had to be presented and examined in relation to

the students entering the educational process at the university level and the concomitant needs and interests.

The first section of the literature survey dealt with the question of "how students learn"; some major theories in the fields of education and psychology were used in search of an answer to the above question. Learning, it was concluded, takes place within the individual, although many factors within the learning environment, external to the students, can, and do affect the learning process within the student. The students were viewed as being active participants in the learning process and it is presumably to their search for knowledge that the educational enterprise is basically directed.

There were many conditions which should exist in order to facilitate "real" learning in the student. One of the most important of these conditions was that the student has to be motivated both internally and externally for any learning to take place. The student should be interested in the subject matter whether that interest is self-generated or "other" generated, for example, by the professor. If we agree that real learning takes place when the individual incorporates the subject into the self and makes it his own, possibly modifying it or re-interpreting it, then it is probably quite safe to assume that students only learn that which they are interested in and that students learn best to the extent that they are interested in the subject matter, as

reflected in the course content. This also implies that the student must be in a state of "readiness" to pursue the acquisitions of knowledge presented in the course, or that the course content must be relevant to the students' state of readiness, that is the students' needs and interests. In other words, the educational experience would begin "where the student is at". Hence, the students' stage of socio-psychological development became an important determinant of some aspects of the course content, but perhaps more important was its potential contribution to the organization and presentation of course content in social work education.

The second section of the literature survey introduced us to some of the needs and interests of the students emanating from their stage of socio-psychological development. "Freshmen" or first year, undergraduate students in social work, and all freshmen for that matter, were generally seen as being in their late teens or early twenties. Developmentally speaking, they can be categorized as being in the stage of late adolescence and early adulthood, or in transition between the two stages. If we agree that one of the aims of university education, which is not really distinct from the other aims, is to contribute to, and promote further, "healthy" development of the students, then the design of any course and its content must reflect at least an understanding of these stages. The understanding of the stage or stages

of development that the students are in will undoubtedly give social work educators some indicators pertaining to some of the educational needs and interests of these first year undergraduate social work students. In this stage of development, the student was viewed as moving away from natal family and beginning to assert his or her independence. The young adult was at the same time trying to achieve a functional interdependence with others, and moving towards the finding of his or her place in the social system. This implied that the young adult was on the path toward making such serious decisions as choice of career and marriage. Thus the developmental stage of the students gave us some hints for course content and its organization. The first year, undergraduate course in the social work programme should logically begin from the adult's view of himself and the world around him, thus subscribing to the notion that we begin where the student is. To begin the first year course with the historical development of social work and social welfare is to do injustice to the learner.

The third section of the literature survey dealt with career choice. Social work education was considered by some to be pre-professional education. Nevertheless, most did agree that one of the major aims of this educational endeavour was to prepare students for employment in social welfare. In the previous paragraph it was mentioned that one of the serious decisions thrust upon the young adult was

one of career choice. The actual choosing of a career was seen by most writers in the field as a developmental process. There has been some question that high school students are not equipped with sufficient knowledge about the practice of social work, its principles, value orientation and ethics. Whatever knowledge they have is usually vague and altogether not too reliable. Thus, in the first year course, it can be conceived that the students would be interested in gaining knowledge of the present functioning of social work, so as to help them make their decisions about entering this field, testing their self concept with the demands of the profession.

The fourth section of the literature survey was more directly related to the first section, but is also related to the sections on developmental and career choice theory of the literature survey. If it is desirable that course content be relevant to students' needs and interests, it is no less desirable that course content be relevant to the aims and objectives of social work education and university education. The objectives of social work education is first translated into a curriculum, which is in fact an organization of courses designed to meet the said objectives. The discussion of this section was centred around the concepts of "liberal" versus "professional" education and the implications for the content and organization of the first year social work course; as well as the concepts of sequence, continuity and integration and their implications for course content.

CHAPTER III

RESEARCH DESIGN

Hypotheses and Research Questions

The purpose of this research project was to test the following hypotheses:

- I. Students in a first year, undergraduate course of a social work programme are more interested in the present functioning than the historical development of social work and social welfare.
- II. Students in a first year, undergraduate course of a social work programme are more interested in clinical practice with individuals, families and small groups than either community practice or research and administration in social work.

Although the researchers of this study basically wanted to investigate what students in an introductory, undergraduate social work and social welfare course were interested in learning, it appeared that contingent with this there were several areas of research questions that needed to be examined in light of the proposed hypotheses.

There were nine major, dependent variables connected to students' interest that comprised the hypotheses of this research study:

- | | |
|--|-------------------------------|
| 1. social work present | } related to
Hypothesis I |
| 2. social work past | |
| 3. social welfare present | |
| 4. social welfare past | |
| 5. practice with individuals | } related to
Hypothesis II |
| 6. practice with families | |
| 7. practice with small groups | |
| 8. practice with communities | |
| 9. practice with research and administration | |

Several other independent variables were examined to determine whether there was a possible connection between these independent variables and the variables that comprised students' interests. Included in the analysis were the following independent variables for which relationship to dependent variables was sought.

A. Prior Social Work Experience

There was concern whether:

1. there was a significant relationship between prior social work experience and students' interest in social work present, social work past, social welfare present and social welfare past.

There was also a search as to whether sex had a probable connection with the students' prior social work experience; more specifically, whether female students tended to have a higher degree of prior social work experience than males.

B. Career Choice

There was concern whether:

1. students who had already chosen social work as their career tended to score higher in their interest in social work present, social work past, social welfare present and social welfare past.

In regard to this variable, there was also a search for possible connections between career choice and the students' age, sex, stage of family development and prior social work experience. More specifically, the researchers wanted to know:

1. were older students more likely to have already made up their minds about social work as a career?
2. were female students more likely than male students to have already chosen social work as a career?
3. were students who were living away from their parental home and married students more likely to have chosen social work as a career than single students living at home?
4. did students who had a higher degree of prior social work experience tend to have already chosen social work as a career?

Furthermore, the analysis included the search for connections between the independent variables and students' interest in the practice variables of the second hypothesis.

A. Age

There were concerns whether:

1. older students were more likely to be interested in either community practice or research and

administration than clinical practice.

2. younger students were more interested in clinical practice than either community practice or research and administration.
3. adult students had a higher degree of interest in the practice areas of social work rather than regular students.

B. Sex

There were concerns as to whether:

1. females, more likely than males, had a higher degree of interest in the practice areas of social work.

C. Stage of Family Development

There were concerns as to whether:

1. students who were single and living either in their own parental home or away from their parental home were more likely to have had a higher degree of interest in clinical practice than either community practice or research and administration.
2. students who were married (separated, widowed or divorced) were more likely to have had a broader interest in all the practice areas of social work.

D. Prior Social Work Experience

There were concerns as to whether:

1. students with prior social work experience would show higher or lower degrees of interest in clini-

cal practice than either community practice or research and administration.

2. students with no prior social work experience would show higher or lower degrees of interest in clinical practice than either community practice or research and administration.

Career Choice

There were concerns as to whether:

1. students who had already decided to make social work their career were likely to have had a higher degree of interest in all the practice areas of social work than those who were undecided about social work as a career and those who had decided not to make social work their career.

The pursuit of these research questions was of interest to the authors primarily because of a search for variable relationships; in other words, were there factors that could be examined which may have had a significant influence on students' interest in a first year undergraduate social work and social welfare course.

Formal Definitions

For the purpose of testing the hypotheses, the researchers felt that clarification needed to be given to the terminology used in the hypotheses.

Students in a first year, undergraduate course of a social work programme: referred to those persons currently enrolled in a Social Work and Social Welfare course at an accredited university. More specifically, according to the sample of this study, it referred to those persons currently enrolled in the Social Work and Social Welfare 115 course* at the University of Windsor during the school term 1972-73.

Present functioning: referred to the skills, knowledge, attitudes and values that are necessary for the profession of social work and its practice, and the knowledge of social welfare that would facilitate this practice.

Historical development: referred to what social work and social welfare was in the past, their origins or beginnings and how they came to be; and also the dynamics of their changes throughout their comparatively brief history.

*The introductory, undergraduate Social Work and Social Welfare course at the University of Windsor was known as Social Work 115, and was the first social work course offered at this University in its social work programme.

Clinical practice with individuals, families and small groups: referred to how to do social work with individuals (casework), families (family treatment or therapy) and small groups (group work); what to do (techniques, methods, therapies, treatment, interviewing, diagnosing); moreover, the practical and theoretical orientations of social work to the treatment of, or intervention with, individuals, families and small groups.

Community practice: referred to how to do community organization, which is a method of social work practice and a sphere of social welfare planning and social action; what social workers do in the activity of community organization. Community practice referred to practice that has its primary focus on the enhancement of community life; it approaches the problem from a broad perspective. The Encyclopedia of Social Work notes that "there are at least three aspects to the practice of community organization with social work, each of which borders in its own way on other spheres: (1) community organization as social work method, (2) community organization as social welfare planning, and (3) community organization as social action."¹⁵¹

¹⁵¹Arnold Gurin, "Social Planning and Community Organization", The Encyclopedia of Social Work, 16th Issue, II, 1324.

Administration: referred to how and what to do in social work and social welfare administration, a method of social work practice and an activity involving areas of policies, goals, organizational structures and processes.

Research: referred to how and what to do in social work and social welfare research - the term research applying to an activity which utilizes systematic procedures to obtain knowledge that can be understood and verified by investigators. This includes both the "consumption" and "production" of research in social work and related fields.

Relevance: referred to the degree of congruence between students' needs and interests and the course content.

Students' interests: was taken to comprise what the students want to learn, what they think they should be learning from a first year, undergraduate social work and social welfare course; what was relevant to the students' learning about social work and social welfare.

Social Work: referred to an occupational or professional term. It was used in reference to the

work of certain, specified professional people, their roles, functions, value orientations, ethics and principles.

Social Welfare: can be described as an industrial term. It referred to a field of service activity in which many different kinds of people work to produce some desired result - the increased welfare of people: a betterment of their adjustment to their environment, etc. Today, there are very few, if any, social welfare institutions, broadly defined, where social work is the only professional provider of service.

Population

The population consisted of first year, undergraduate students enrolled in an introductory course in social work. Some students had chosen social work as their major and others chose the course as an option. Some of these students may have been in their second or even third year of university education. Ideally, for the purpose of this research project, it would have been beneficial for the researchers to focus their attention on the entire first year, undergraduate social work population in universities across Canada.

Sample

The researchers chose to specifically examine those students who were in the first year, undergraduate Social Work and Social Welfare 115 course at the University of Windsor during the year 1972-73. The sample was drawn from the class of 132 students. The researchers were able to obtain data from 101 students or 78% of the sample. This number represented the students who attended classes on March 26, 1973, and returned completed questionnaires.

~~Experts on surveys~~¹⁵² generally agree that there are limitations in using a non-random sample or any type of a cluster sample, when little information is available about the total population, when geographic and other pertinent differences are known or even suspected and when the population distribution is irregular. Furthermore, there are geographical and cultural, economic and political differences, which may be pertinent and influential. However, the usual limits placed upon the student researchers precluded any examination of the total population. The reader is cautioned that the results of the study may limit its generalizations to Windsor or perhaps to South Western Ontario.

¹⁵²Russell L. Ackoff, The Design of Social Research (Chicago: University of Chicago Press, 1953).

See also: Claire Selltitz et al., Research Methods in Social Relations rev. ed.: (New York: Holt Rinehart and Winston, 1959).

Method of Data Collection

The researchers determined that the questionnaire¹⁵³ was the most viable and accessible form for obtaining the information that was being sought for the purpose of the study. The questionnaire had the advantage of eliciting written responses from the students to prearranged questions which meant that the questionnaire could be administered to a large number of individuals simultaneously. Mass and Polansky, in an article on the collection of data in research, stated "The questionnaire ... is best used when those asked to complete the questionnaire are motivated to help get answers to the questions raised ..." ¹⁵³ Hence, such groups as professional groups and university students should prove to be an ideal population for questionnaire administration.

In this study, the researchers had the opportunity of collecting their data from a "captured" population, that is, all the students from the particular social work course from which the data were collected were on campus at the same time on the particular testing day, (although attendance was not required).

A pretest was carried out using a group of about twenty students from a second year social work course.

¹⁵³Henry S. Mass and Norman Polansky, "Collecting Original Data", in Social Work Research, ed. by Norman Polansky (Chicago: University of Chicago Press, 1960), p. 150.

There were some concerns by the researchers as to the time of the administration of the questionnaire in terms of the reliability of the answers. Would there be a difference if the questionnaire had been administered at the beginning of the year, rather than at the end of the year? Certainly there may be, and ideally it should have been administered at both points in time. However, the researchers had no other alternative since their research had been initiated when the students involved in the course were into the second term of the course. Hopefully, future research can be done to test out that possibility.

The researchers' major concern was the possibility that the students might view the exercise as a course evaluation. Hence, it was stressed before presenting the questionnaire that the intent was not to evaluate the course, but to elicit their responses as to what they were interested in learning from such a course.

The questionnaire, which can be found in Appendix B, was composed of the following four sections:

1. biographical data which included student identification number, sex, status, age, stage of family development and work experience.
2. interest scales included a series of eighty questions to ascertain students' interest in social work present, social work past, social welfare present, social welfare past, individuals, families, small groups, community organization, research and

administration. Each question required the respondent to circle a number on a seven-point variation of a likert-type scale. The responses were scored on a weighted rating of 1 to 7 corresponding to the following categories: very low, low, fairly low, moderate, fairly high, high and very high.

3. Paired comparisons of the practice variables were used to determine preferences which served as an internal reliability and validity check to the responses on the interest scales.
4. The final question to determine students' reasons for the selection of the introductory Social Work and Social Welfare course was left to the end in the event it might have biased the results.

In section 2 of the questionnaire, for which interest scales were devised, the four variables of the first hypothesis - social work present, social work past, social welfare present and social welfare past, consisted of ten questions each. The variables of the second hypothesis, practice with individuals, families and small groups (clinical practice), consisted of eight questions each, and there were eight questions in relation to both variables, practice with communities and practice with research and administration. The questions that were attached to each variable were designed in such a way as to be similar in meaning or emphasis to a corresponding question related to each of the other variables. Thus students'

interest in each variable could be compared with each other by means of this type of standardization process. The questionnaire construction is more discernible by glancing at Appendix A, which constitutes the master (original) questionnaire sheet.

From the master questionnaire sheet, the researchers then proceeded to randomize the placement of questions in the questionnaire. The final copy of the questionnaire, which was the one the students in Course 115 completed, can be found in Appendix B. Pages 5 to 11 (questions 1 to 80) of this questionnaire comprise the variables of the first and second hypotheses and are the results of the writers' randomization process.

In the paired comparison section of the questionnaire, which can be found on page 12 of the final questionnaire, an index of preference was to be devised. Five variables were compared against each other - casework, group work, community organization, research and administration, with a scoring system of a maximum and a minimum score of 4 and 0 respectively for each variable and a maximum cumulative score of 10 for each respondent.

Method of Data Analysis

It was expected that the data collection would show a hierarchical order of students' interests. The authors of this study made use of the computer for their data analysis. All questionnaires received were carefully checked and coded.

After completion of the coding process, computer cards were punched and verified.

For the testing of the hypotheses of this study, the data would be considered to be of an interval nature. The researchers showed the comparison of the means of the respective variables and applied the student "t" test and used the .01 level for statistical significance.

For the sections related to the research questions, the variables were cross-tabulated, using contingency tables and applying the chi-square for statistical analysis. In the search for variable relationships, the .05 level of significance was used.

The Pearson Product Moment correlation "r" was used to test other variable relationships inherent in the research questions, as well as examining the internal consistency of the students' responses to the questions comprising the various variables. The level of statistical significance used for the Pearson "r" was the .01 level.

Limitations of the Research Design

There were a number of limitations of the research design.

First, there were 132 students taking the first year, introductory social work course, but there were only 101 respondents or 78%, as compared to an average attendance of approximately 115. It was probably significant to note that

these students were informed about the administration of the questionnaire prior to the actual testing date. Furthermore, it was also impressed upon the students that when the questionnaire was to be administered, there would be a class lecture on information pertinent to their upcoming, final course examination. This particular lecture was to be given after the researchers administered their questionnaire, and was more intended to increase attendance, (the questionnaire took approximately twenty minutes of class time). Nevertheless, the fact that the researchers were not able to obtain responses from the entire class would tend to introduce a bias in the sampling procedure; hence, a possible bias in the testing. The only way open for the researchers to remove this bias was to obtain the class list with student identification numbers and attempt to reach all the non-respondents. Such a procedure was deemed to be impossible given the time allotted.

Secondly, ideally it perhaps would have been more appropriate to have tested the students during the first week of their entrance into the introductory course, but advantages and disadvantages exist for testing at both points in time. By testing the students nearing the end of the course, the question arose as to the influence that the course and the professor had on the students' interest in the areas being tested. Again, this perhaps introduced a bias in the students' responses. The fact that the researchers did not test at the beginning of the semester was due to the time

table of the Master's programme, and the researchers also felt, as was stated earlier, that this did not necessarily invalidate the study. Perhaps testing at the beginning of the semester can be an area for future research.

Thirdly, there was some concern as to whether or not this study would be interpreted by the students as being an evaluation of the course and the professor. However, this was clearly not the intent nor the purpose of the research project. In fact, the introduction to the questionnaire explicitly stated that this exercise was not a course and professor evaluation. In addition, the researchers constructed their questions in such a fashion as to minimize the possibility of the students misinterpreting the questions as being an evaluation of the course.

Lastly, there was also a bias in the design in that it was not known if the students who were not in attendance were possibly not interested in the course, thereby indicating a bias towards those most interested.

CHAPTER IV

ANALYSIS OF DATA

Introduction

The first section of this chapter will be devoted to a description of the sample. The sample will be described relative to its composition of the characteristics age, sex, year of present enrolment, student status, stage of family development, number of children, social work experience and reasons for course selection. In Section II of this chapter, data will be presented for the purpose of testing the two hypotheses. In order to test these hypotheses, the researchers determined the students' stated interest in the areas of social work represented in the hypotheses and compared the means of the scores. The students' "t" test was then used to test the significance of the differences between the means at the .01 level of statistical significance. The Pearson correlation was also used to test the internal consistency of the students' responses. Section III (A and B) of this chapter presents and analyzes data relating to the research questions.

Section I: Description of the Sample

Age and Sex:

The sample was made up of 32 males (31.7%) and 68 females (67.3%) and their ages ranged from 18 to 39 years of age.

Table 1 gives the frequency and percentages of the students' age groups.

TABLE 1. --Age: frequency and percentage

Age	Frequency	Percentage
18	11	11
19	34	34
20	17	17
21	15	15
22 - 23	8	8
24 - 26	8	8
27 - 39	7	7
TOTAL	100*	100

*Number of missing observations was 1.

The largest age bracket was represented by the 19 year olds, of which there were 34 students (34%). They were followed by the 20 year olds, numbering 17 (17%). Next were the 21 year olds who numbered 15 (15%) and the 18 year olds represented only 11 (11%) of the sample. There were also only 23 students (23%) between the ages of 22 and 39. Hence, there were 62% of the students who were between the ages of 18 and 20; and 38% of the students were between the ages of 21 and 39. It appears that the sample was fairly representative in terms of the different age groups found in first year courses in Canadian Universities.

Year of Present Enrolment

As shown in Table 2, there were 90 students (89.1%) who were in their first year of university education and they represented the largest segment of the sample.

TABLE 2.--Year of present enrolment: frequency and percentage

Year of Enrolment	Frequency	Percentage
Preliminary year	2	2.0
First year	90	89.2
Second year	8	7.8
Third year	1	1.0
TOTAL	101	100.0

There were only two students in preliminary year; probably due to discouragement by the Faculty of Social Work in that the school does not encourage students in the preliminary year to take the first year Social Work and Social Welfare course. It is not quite clear as to why preliminary year students are not encouraged to take the course; however, it appears to be related to the theoretical concept of acceleration, for if the students in preliminary year were allowed to take the first year Social Work course, they would be taking second year Social Work courses during freshman year. Table 2 also shows that there were 8 students (7.8%) in the second year and only one third year student taking the first year Social Work course.

Student Status

The question of student status was designed to determine the students' "status" as classified by the University. Students at the University of Windsor are classified as "regular" full-time or part-time, or as "adult" full-time or part-time. A regular student is one who has satisfied all the admission requirements and is pursuing the course programme as outlined in the Calendar. A full-time student is one who is registered in four or more full undergraduate courses, and a part-time student is one who is registered for less than four full courses. An adult student is one who lacks the regular admission requirements and who is 21 years of age by December 31st of the year of application, and who has been out of full-time formal secondary studies for three years or out of Grade 13 for two years. Table 3 shows the representation of the different status in the sample, by frequency and percentage.

TABLE 3.--Status of student at admission: frequency and percentage.

Student Status	Frequency	Percentage
Regular - full-time	78	77.2
Adult - full-time	21	20.8
Regular - part-time	2	2.0
TOTAL	101	100.0

It is found in Table 3 that 78 students (77.2%) came under the classification of regular full-time students and two students (2.0%) were classified as regular part-time. There were 21 students (20.8%) who were classified as adult-full-time and there were no adult part-time students.

In analyzing Tables 1 and 3 it can be seen that approximately 80 students (79.2%) entered the university and the first year undergraduate course perhaps directly from high school, and about 21 students (20.8%) had been out of high school for two or more years. From Table 1 it is evident that 38% of the students ranged in age from 21 to 39, and Table 3 shows that all the adult students were full-time. From this analysis one can perhaps point out the apparent need for social work courses at the University of Windsor to be offered also at night so that people who desire to pursue social work as a career and who have to work for either financial or family reasons can also be accommodated.

Stage of Family Development

For many students who are entering university for the first time, it is probably the first occasion where they are away from direct parental influence for a prolonged period of time. The questionnaire was also designed to elicit responses as to the students' relative independence from their parental home and families. The researchers termed this section "Stage of Family Development". The students were asked to respond to one of four classifications, namely 1) single, living in

your parental home, 2) single, living away from your parental home, 3) married, 4) separated, widowed or divorced. The writers have to concede here that although a student was single and living at home, the student may not have been necessarily less independent of his or her parents, than a single student living away from home. However, the authors did feel that students who were single and living away from home were more likely to have a greater degree of independence from parental influence due to the constant intervention of peer pressure and the dynamic environment of the university community. Table 4 shows the composition of the sample in relation to the categories under "Stage of Family Development".

TABLE 4.--Stage of family development: frequency and percentage.

Stage of family development	Frequency	Percentage
Single: living in parental home	50	49.5
Single: living away from parental home	39	38.6
Married	10	9.9
Separated, widowed, divorced	2	2.0
TOTAL	101	100.0

Table 4 points out that 50 students (49.5%) were single and living in their parental home, which also might indicate that over 50% of the students live in the Essex county area.

The table also shows that 39 students (38.6%) were single and living away from their parental homes. There were only 10 married students (9.9%) and only 2 students who were either separated, widowed or divorced. In the entire sample only 6 students (5.9%) had children.

Social Work Experience

In this study the authors were also interested in the extent to which students taking the first year undergraduate course, had work experience of a social work nature. This question was related to career choice theory which implied that the individual needed to test out his or her tentative career choice in some practical way so as to attain feedback which would be examined and evaluated in accordance with the individual's value orientation, self concept and ability.* There were three categories of experience used in the questionnaire, 1) full-time (paid) experience, 2) part-time (paid) experience and 3) voluntary experience.. The data revealed that 11 students (10.9%) had part-time paid experience in social work and 8 students (7.9%) had part-time paid social work experience. However, there were 56 students (59.4%) who had voluntary experience. It is evident, nevertheless, that some students could have been represented in each of the three categories, full-time, part-time or voluntary, or

*See: Chapter 2, section on "Career Choice Theory".

any combination of the three. To account for this possibility, the writers further weighted each category; full-time paid experience was rated as having the highest degree of importance and the student's response was given a score of four. Part-time paid experience was rated as next highest and was given a score of two. Voluntary experience was scored one. Therefore, the researchers were able to construct an index of "social work experience" where the minimum score that any student could receive was 7 and the maximum was 14. Hence, a student having experience in all three categories was rated as having a high degree of experience and would have obtained a score of 7, and a student who had no experience was rated lowest and would have obtained a score of 14. The rationale for the rating scale was basically derived from the admission policy of the School of Social Work, University of Windsor. Although the said policy primarily refers to the admission of students in "fourth year make-up" and the Master's programme*, the authors felt that this policy reflected the dominant attitude of the school administrators and therefore made its use appropriate at this level also. It is also conceivable that the school's attitude on this matter of social work experience is a reflection of the opinions held by many social work educators on the subject. The policy being discussed is one whereby the highest rating and importance is given to

*See: Chapter 1, section on "Social Work Programme".

full-time paid social work experience, with part-time paid next in line, and the lowest being voluntary experience.* Table 5 shows the index of social work experience with the frequency of the "ranks" and the percentages.

TABLE 5.--Social Work Experience (weighted): frequency and percentage

Experience Full Part Vol.			Rank	Frequency	Percentage
Yes	Yes	Yes	1st	1	1.0
Yes	No	Yes	2nd	5	5.0
Yes	No	No	3rd	5	5.0
No	Yes	Yes	4th	6	5.8
No	Yes	No	5th	1	1.0
No	No	Yes	6th	44	43.6
No	No	No	7th	39	38.6
TOTAL				101	100.0

In analyzing Table 5, the authors found that only one student in the sample had social work experience in all three categories. There were 5 students, (5.0%), who had full-time paid and voluntary experience, and another 5 students (5.0%) had only full-time paid experience. From the table it is

*One of the authors was a member of the Admission Committee at the School of Social Work, University of Windsor for the year 1972-73.

evident that students with voluntary experience accounted for the largest part of the sample, numbering 44 students (43.6%). Similarly, there were 39 students (38.6%) who had no experience of a social work nature.

Reason for Choosing Course

The authors were also interested in the students' reasons for choosing the first year undergraduate social work and social welfare course. Table 6 shows the four categories of "reasons for course selection", and the frequency and percentages of the sample in the four categories.

TABLE 6.--Reason for course selection: frequency and percentage.

Reason for Course Selection	Frequency	Percentage
Those desiring to make social work a career	54	54.2
Those desiring information about social work in order to choose a career that matches their interest and capacities	26	26.4
Those desiring information about society, social work and social welfare to help them in their chosen career outside of social work	14	14.4
Those desiring an option to complement their programme of studies	5	5.0
TOTAL	99*	100.0

*Two students did not respond to this question.

Specifically, the writers were interested in this area relative to the sample's representation of students at crucial stage in their career choice development with respect to the profession of social work. It can be observed from Table 6 that 54 students (54.2%) were desiring to make social work their chosen career. There were 26 students (26.4%) who had taken the course in search of information concerning the profession of social work with the prospect of matching their interest and capabilities with this profession. Approximately 14 students (14.4%) were desiring from the course content information about society, social work and social welfare to help them in their chosen career outside of social work. Such students may have already chosen careers such as nursing, psychology, and possibly even economics. Only 5 students (5.0%) were taking the course as an option to complement their programme of studies.

In this first section of the data analysis, the authors attempted to give a breakdown of the sample relative to certain selected characteristics. The following sections will deal with the testing of the two hypotheses and associated research questions.

Section II A: Data Pertaining to the Testing of Hypothesis I

In this section of the paper, data will be presented to test the first hypothesis, which stated that:

Students in an introductory, undergraduate course of a social work programme were more interested in the present functioning than the historical development of social work and social welfare.

In order to test the first hypothesis, interest scales were constructed as was discussed in Chapter III on the Research Design. The authors first took the students' responses to each of the variables comprising the hypothesis and used their calculated scores as a basis for the analysis. It was possible for any student, in responding to each of the four variables, social work present, social work past, social welfare present and social welfare past, to obtain a score ranging from 10 to 70 on the interest scale; where 70 indicated the highest degree of interest and 10 the lowest.

Figures 1 to 4 demonstrate pictorially the results of the students' stated interest in the four areas of social work under investigation. In Figure 1 which indicates students' interest in the present functioning of social work, it is evident that the students' scores for this variable were clustered in the higher ranges of the interest scales, which was also evidenced by the skewness score of -1.42 in Table 7. Similarly in Figure 2 which depicted the students' interest in the present functioning of social welfare, the students' scores on the interest scale were clustered toward the higher ranges, but there was a little more of a spread when compared

Figure 1

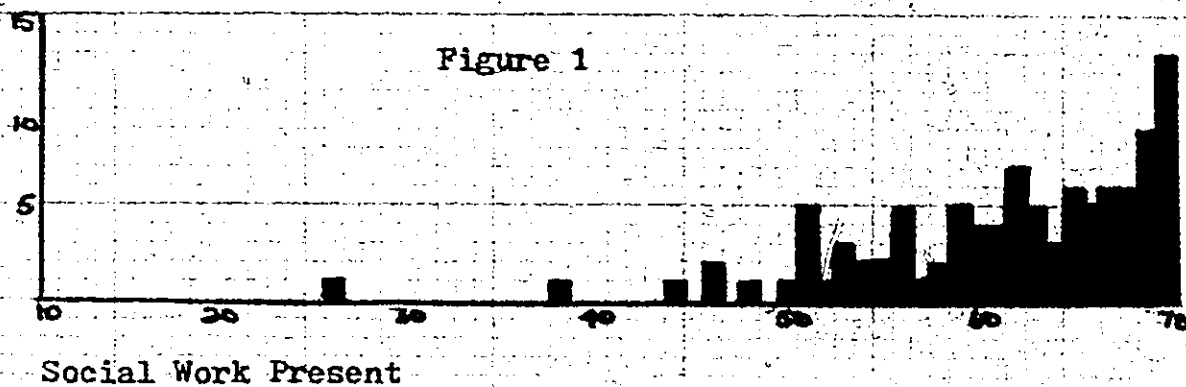


Figure 2

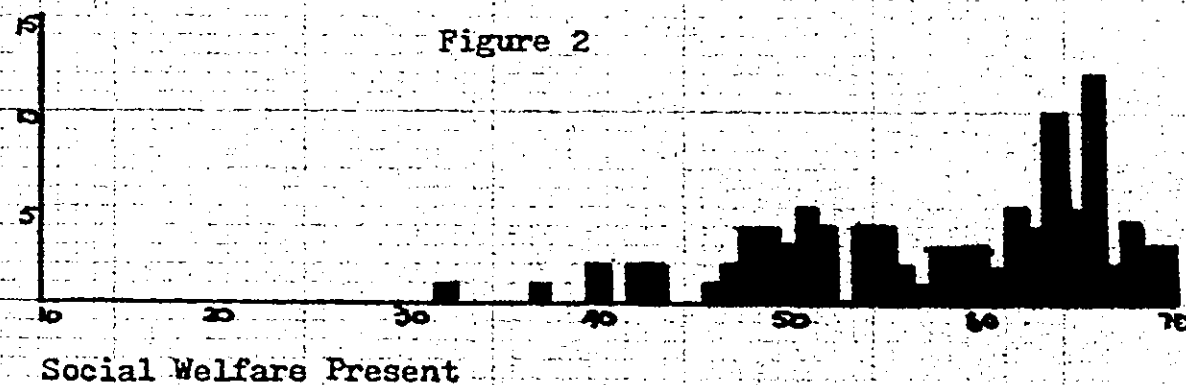


Figure 3

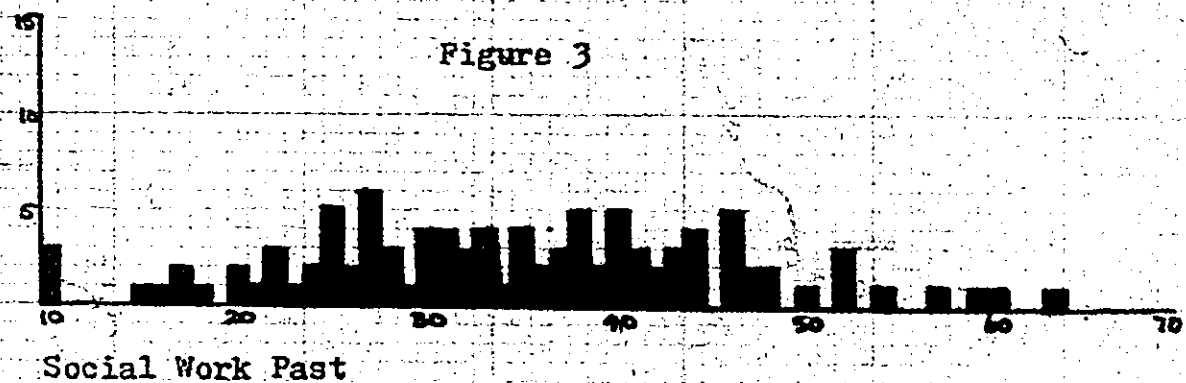
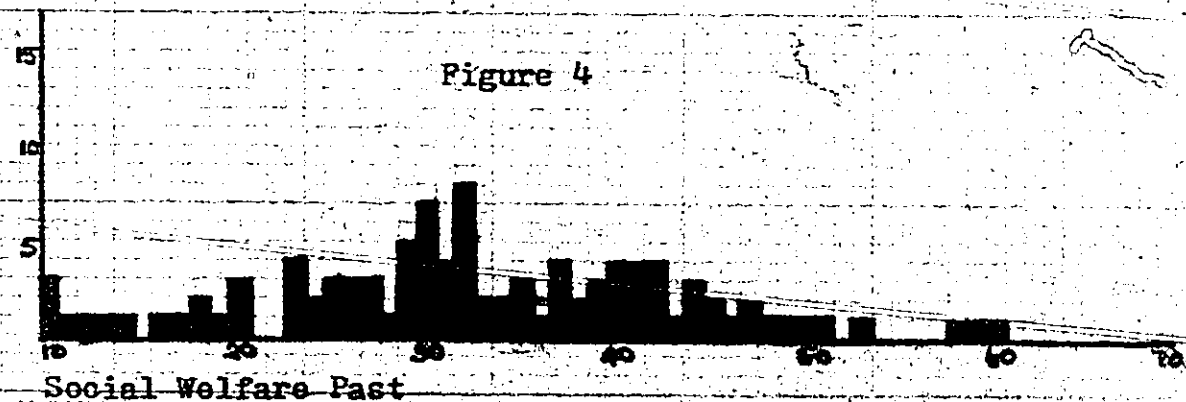


Figure 4



with variable social work present as indicated by the skewness score of -0.68. Figures 3 and 4 which represented the interest in the historical development of social work and social welfare consecutively showed very similar patterns. The students' scores on these variables were spread more toward the lower and middle ranges of the interest scale. This spread of scores toward the lower and middle ranges was also indicated by the very small skewness scores; social work past had a skewness score of -.01 and social welfare past had a skewness score of .05 as shown in Table 7.

TABLE 7.--Comparison of variables social work present, social welfare present, social work past and social welfare past: means, standard deviation and skewness.

Variables	Means	s ^d	Skewness
Social Work Present	61	7.90	-1.42
Social Welfare Present	58	8.64	-0.68
Social Work Past	34	11.23	- .01
Social Welfare Past	32	10.96	.05

In further testing of the first hypothesis, the mean scores for each of the four variables therein were compared and the student "t"-test was applied to determine the statistical significance of the differences between the means. All possible combinations of the variables social work present, social work past, social welfare present and social welfare

past were used. Table 8 shows the results of the application of the "t" test to the variable pairs.

TABLE 8.--Paired combinations of variables in the first hypothesis.

Variable Pairs	Mean Difference	t-value	Significance
Social Work Present Social Work Past	26.99	24.75	<.01
Social Welfare Present Social Welfare Past	25.28	22.36	<.01
Social Work Present Social Welfare Present	3.53	4.47	<.01
Social Work Present Social Welfare Past	28.82	25.63	<.01
Social Work Past Social Welfare Present	23.45	-20.43	<.01
Social Work Past Social Welfare Past	1.83	4.74	<.01

Degrees of freedom = 100

From the table it is evident that all the means showed significant differences <.01 level.

In examining Table 9 it was evident that a high level of significance existed between the variables social work past and social welfare past, though the correlation coefficient ranged medium for the other variable pairs in the hypothesis.

TABLE 9.--Correlation Matrix of the four variables in Hypothesis I.

	Social Work Present	Social Work Past	Social Wel. Present	Social Wel. Past
Social Work Present		.385 (.01)	.541 (.01)	.346 (.01)
Social Work Past			.349 (.01)	.939 (.01)
Social Welfare Present				.346 (.01)

Table 9 also demonstrated the internal consistency of the students' responses to the questions comprising the various variables in the first hypothesis. It can be seen from this table that the students were consistent in their responses in that the correlation co-efficients ranged from medium to high, with variable pairs social work present with social welfare present and social work past with social welfare past, showing correlation values of .541 and .939 respectively, significant at the .01 level as were all other variable pairs. Thus it can be concluded that the students were consistent in their responses to the questions comprising the variables of the first hypothesis.

Acceptance of Hypothesis I

There were several ways in which data was presented to examine the first hypothesis in this research project.

The distribution of the students' scores on the interest scale indicated that students were more interested in the present functioning of social work and social welfare, than the historical development of social work and social welfare. The bar graphs (Figures 1-4) depict a clear pictorial representation of this finding.

Similarly, when examining the mean scores of the sample on the four variables comprising the first hypothesis, it was found that the students were more interested in studying the present functioning of social work than the historical development of social work. They were also more interested in studying the present functioning of social welfare than the historical development of social welfare; but, they were slightly more interested in studying the historical development of social work than the historical development of social welfare. When combining the variables as they were stated in the hypothesis, the students showed a higher degree of interest in the present functioning of social work and social welfare than the historical development of social work and social welfare. When the student "t" test was applied to determine the significance between the means of the four variables in this hypothesis, it was found that significance was indicated $\leq .01$ level for all the paired combinations of the four variables. The Pearson correlation, when applied to the

variables also indicated significance between all the variable pairs in the first hypothesis at the $<.01$ level.

Therefore, on the basis of the statistical evidence presented, the first hypothesis, which stated that:

Students in an introductory, undergraduate course of a social work programme were interested in the present functioning rather than the historical development of social work and social welfare,

was accepted.

Section II B: Data Pertaining to the Testing of Hypothesis II

In this section of the paper, data will be presented to test the second hypothesis. The second hypothesis stated that:

Students in an introductory, undergraduate course of a social work programme were more interested in clinical practice than either community practice or research and administration.

In order to test the second hypothesis, interest scales were constructed as discussed in Chapter III on Research Design. Students' responses on the interest scale for each practice variable were calculated, and were used as a basis for the analysis. It was possible for any student, in responding to each of the practice variables of the second hypothesis, to obtain a score ranging from 8 to 56 on the interest scale, with 56 indicating the highest degree of interest.

Figures 5 to 7 show pictorially the results of students' interest in the various areas of social work practice.

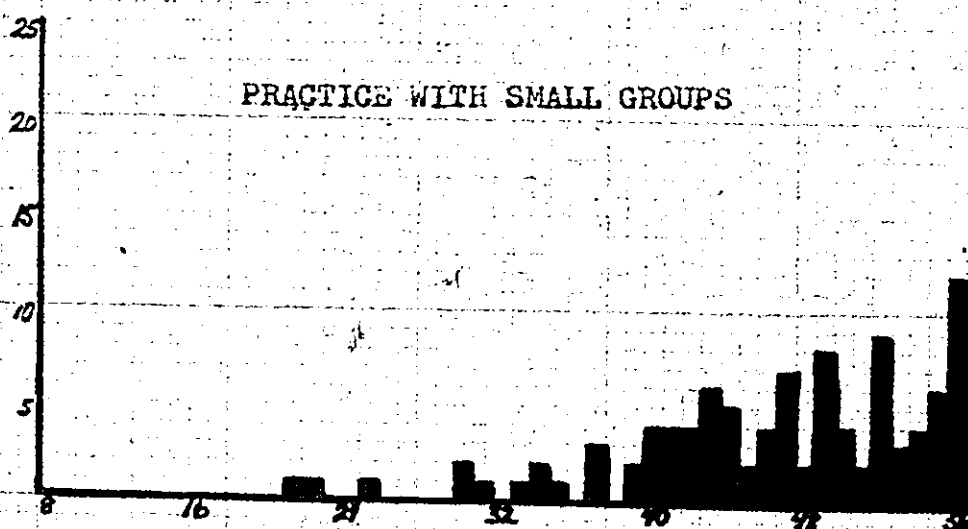
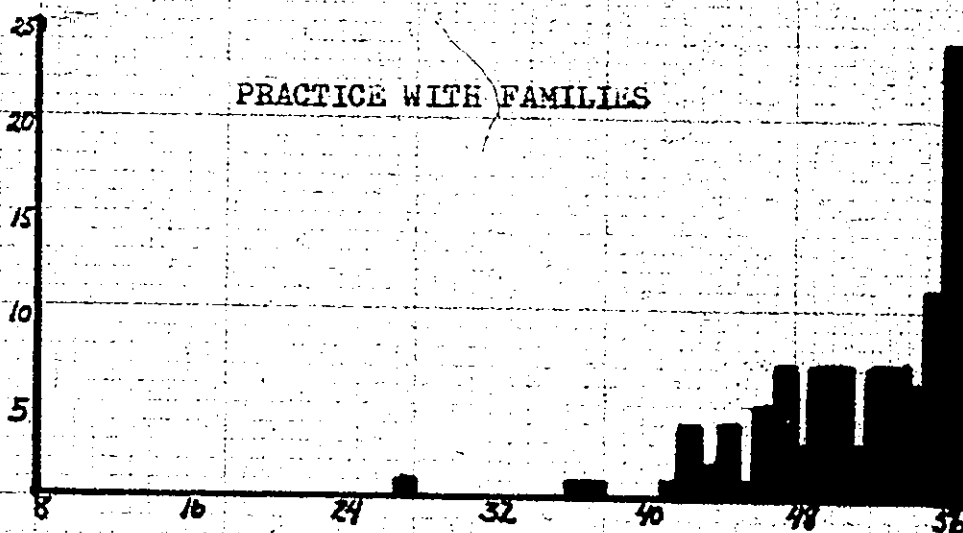
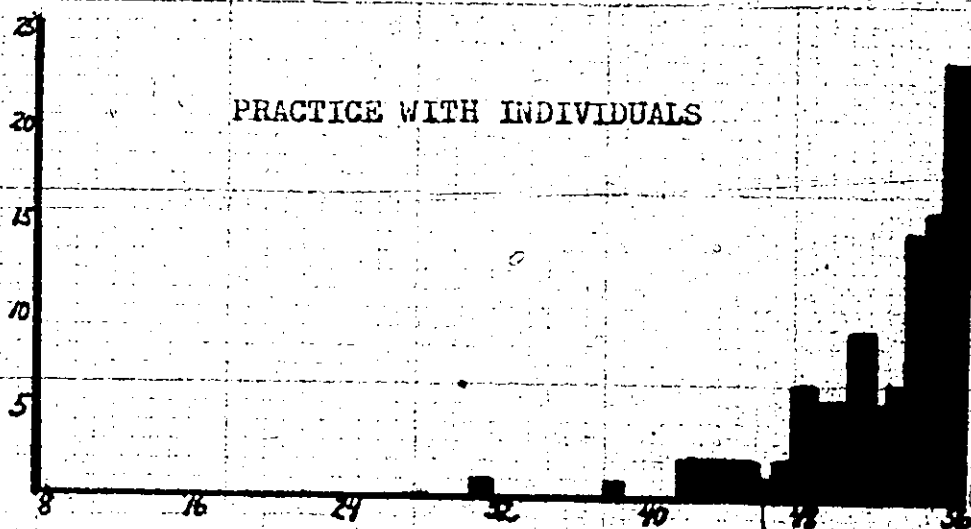


FIGURE 5: INTEREST SCALE - CLINICAL PRACTICE

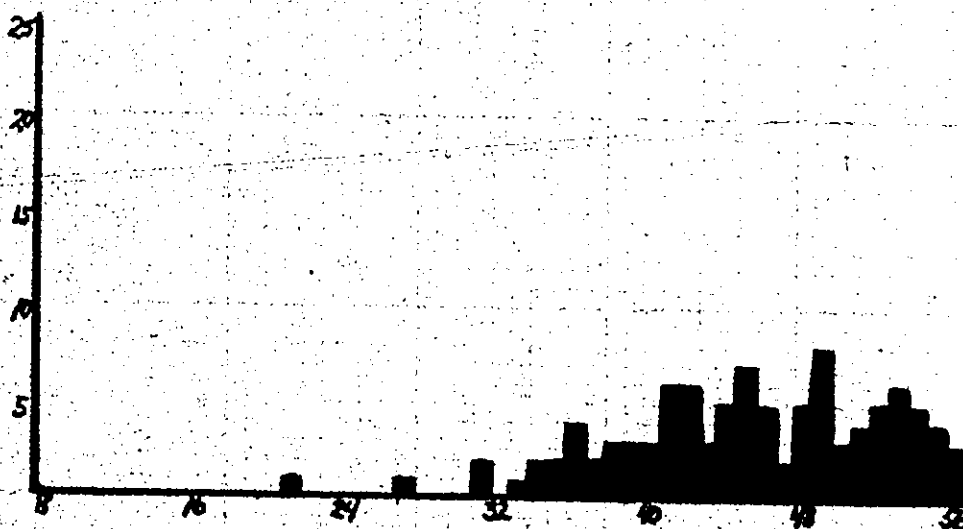


FIGURE 6: PRACTICE WITH COMMUNITIES

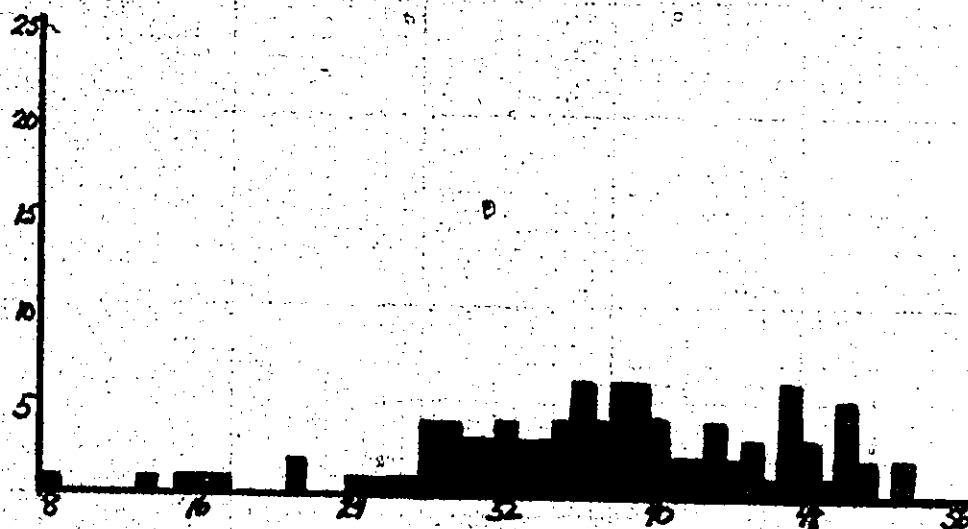


FIGURE 7: PRACTICE WITH RESEARCH AND ADMINISTRATION

In Figure 5, which indicates students' interest in the clinical practice areas, it is evident that students' scores for the variables: practice with individuals and families were clustered in the higher ranges of the interest scale, with scores for the variable practice with small groups being distributed over the higher ranges of the interest scale.

In comparison, scores for the variables practice with communities and practice with research and administration, as illustrated by Figures 6 and 7, indicated a varied distribution of scores over the entire range of the interest scale.

In further testing of the second hypothesis, the mean scores for each practice variable were compared and the student "t" test was applied to determine the statistical significance of the difference between the means. Table 10 depicts the five variables of the second hypothesis, showing their relative means, standard deviation and skewness.

TABLE 10.--Comparison of the means of the practice variables

Practice Focus	Means	sd	Skewness
Individuals	51.941	4.523	-1.722
Families	50.772	5.396	-1.392
Small Groups	46.455	7.922	-0.978
Communities	45.129	7.090	-0.612
Research and Administration	37.465	9.638	-0.480

As indicated by Table 10, there was a hierarchical ranking of interest when the mean for each practice variable was used as a basis of comparison.

Results from the application of the Student "t" test indicated that there was a difference between the practice variables of the second hypothesis that was statistically significant. Significance was found between the variable pairs with the exception of small groups and communities at the $<.01$ level, as is depicted by Tables, 11, 12 and 13, with Table 14 illustrating a total picture.

TABLE 11.--The Relationship between Students' Interest in Clinical Practice and Community Practice

Clinical Practice	Community Practice	
	t-value	Significance
Individuals	10.97	$<.01$
Families	9.77	$<.01$
Small Groups	2.24	n.s.

df = 100

TABLE 12.--The Relationship between students' interest in
Clinical Practice and Research and Administration

Clinical Practice	Research and Administration	
	t-value	Significance
Individuals	16.45	<.01
Families	15.46	<.01
Small Groups	9.81	<.01

df = 100

TABLE 13.--The Relationship between Community Practice and
Research and Administration

Practice Variable	Research and Administration	
	t-value	Significance
Community Practice	10.36	<.01

df = 100

TABLE 14.--Students' interest in Clinical Practice, Community Practice and Research and Administration

Variable Pairs	Mean Difference	s ^d	t-value	Significance
1. Individuals Families	1.1683	3.308	3.55	<.01
2. Individuals Small Groups	5.4851	6.172	8.93	<.01
3. Individuals Communities	6.8819	6.240	10.97	<.01
4. Individuals Research and Administration	14.4753	8.846	16.45	<.01
5. Families Small Groups	4.3168	5.087	7.47	<.01
6. Families Communities	5.6436	5.804	9.77	<.01
7. Families Research and Administration	13.3069	8.653	15.46	<.01
8. Small Groups Communities	1.3267	5.946	2.24	n.s.
9. Small Groups Research and Administration	8.9901	9.214	9.81	<.01
10. Communities	7.6634	7.435	10.36	<.01

df = 100

The Pearson correlation (r) were significant at the .01 level for all the practice variables.

TABLE 15.--Pearson Correlation Matrix and Significant Levels

Practice Focus	Families	Small Groups	Communities	Research & Administration
Individuals	0.7915 .01	0.6296 .01	0.4957 .01	0.4026 .01
Families		0.6802 .01	0.5972 .01	0.4532 .01
Small Groups			0.6914 .01	0.4634 .01
Communities				0.6430 .01

In examining Table 15, it was evident that moderate to high levels of correlation existed between all the practice variables.

As with the variables in the first hypothesis, the Pearson "r" was used in relation to the second hypothesis as a measure of internal consistency of students' responses to the questions comprising the practice variables, and it can be concluded from Table 15 that students were consistent in their responses to the questions comprising the practice variables in the second hypothesis.

Further to the reliability aspect of this study, in Table 16, when students were asked for preferences about certain areas of social work, a hierarchical ranking of

interest was evidenced, similar to that which was evidenced in Table 10.

TABLE 16.--Comparison of the Means for students' preference for major areas of Social Work Practice

Main Areas of Social Work Practice	Means	sd	Skewness
Casework	3.119	1.186	-1.171
Groupwork	2.436	0.963	-0.693
Community Organization	2.238	1.097	-0.069
Research	1.139	1.105	0.931
Administration	0.693	1.027	1.531

The basis for Table 16 was a section in the questionnaire (See Appendix B, page 12 of the questionnaire) asking students to check their preferences for major areas of social work. There was a total of ten variable pairs that the students had to check against one another, with the highest possibility of any variable being checked four times and the lowest checked zero times. Total ratings were added, and the mean for each area was computed. The question thus providing the base for Table 16 was originally seen as a factor of internal reliability. The limitation of this question was the exclusion of a choice for students to check for the variable practice with families. Otherwise, the categories in both tables (10 and 16) can be considered synonymous.

Acceptance of Hypothesis II

There were several ways in which the second hypothesis of this research project was examined.

Distribution of the students' scores on the interest scale indicated that students were more interested in clinical practice, that is, practice with individuals, families and small groups than either community practice or research and administration. The bar graphs (Figures 5-7) provide a clear pictorial indication of this particular finding.

Furthermore, in examining the means of the practice variables of the second hypothesis and using the means of each practice variable as a basis of comparison, a rank order of students' interest was found. When the Student "t" test was applied to determine the significance of the difference between the means of the practice variables, it was found that significance was indicated at the $.01$ level for all the practice variables, except between practice with small groups and communities.

The Pearson correlation (r), when applied to the practice variables, indicated internal consistency with significance between all variable pairs of the second hypothesis at the $.01$ level. Internal consistency of the students' responses was also evidenced when means were compared for students' preference for major areas of social work practice. Hierarchical ranking of students' interest was also indicated in this instance.

Therefore, on the basis of the afore-mentioned statistical evidence, the second hypothesis which stated that:

Students in an introductory, undergraduate course of a social work programme were more interested in clinical practice with individuals, families and small groups than either community practice or research and administration

was accepted.

Data and Analysis of Research Questions

Section III A: Research Questions related to Hypothesis I and a Search for Variable Relationships

There were a few variable relationships that the researchers were interested in pursuing in relation to the first hypothesis. These were translated into research questions and the authors used the statistical method of cross-tabulation, basically presented in contingency tables using the chi-square as the test of significance at the .05 level. Interest, in each table, was coded on the basis of the lowest to the highest score any student could possibly achieve as was stated in the Research Design; hence, low, medium and high degrees of interest were discussed in the following analysis.

i) Social Work Experience

The first set of research questions attempted to determine whether or not social work experience had any significant influence on the students' interest in the present functioning and the historical development of social work and social welfare. Furthermore, the writers wanted to determine whether or not the students' sex was a significant factor in the acquisition of social work experience. Tables 17 and 18 show the cross-tabulation between the variables social work experience and social work and social welfare present, consecutively.

TABLE 17.--Cross tabulation of the variables social work experience and student interest in social work present: scores, frequency and percentages

Social Work Experience	up to 54	55-63	64-70	Total
Paid	1 5.6%	6 33.3%	11 61.1%	18 100.0%
Voluntary	7 15.9%	19 43.2%	18 40.9%	44 100.0%
None	10 25.5%	10 25.5%	19 49.0%	39 100.0%
Total	18	35	48	101

chi-square = 5.9106 df = 4 n.s.

Table 17 shows that a fairly large percentage of the students in each of the three categories of experience score in the medium to very high range in their interest in the present functioning of social work. Of those with paid experience 93.4% scored between moderate and very high interest, and 84.1% of those with voluntary experience scored in the same range of interest. However, 74.5% of the students who had no social work experience scored medium to very high ⁱⁿ their interest in studying the present functioning of social work. The application of chi-square to the data revealed no statistical significance between social work experience and the students' interest in studying the present functioning of social work.

Similarly in Table 18, it was evident that most of the students in each category of experience scored between the medium to very high ranges in their interest in studying the present functioning of social welfare. The chi-square did not show statistical significance.

TABLE 18,--Cross tabulation of the variables social work experience and student interest in social welfare present: scores, frequency and percentages.

Social Work Experience	28-45	45-54	55-63	64-70	Total
Paid	0 [*]	5 27.8%	4 22.2%	9 50.9%	18 100.0%
Voluntary	4 9.1%	12 27.2%	12 27.2%	16 36.5%	44 100.0%
None	4 10.2%	10 25.6%	11 28.3%	14 35.9%	39 100.0%
Total	8	27	27	39	101

chi-square = 2.707 df = 6 n.s.

Hence, the researchers concluded there is not a statistically significant relationship between social work experience and the students' interest in studying the present functioning of social work and social welfare. However, it is important to note that when analyzing Tables 17 and 18 the data therein suggested a trend which indicated that the higher the degree of experience the students had, the higher the interest score

tended to be. Therefore, in general it appeared that the more experience students had, the higher their interest score, but not at a statistically significant level.

Tables 19 and 20, which show the cross tabulation between the variables social work experience and social work and social welfare historical, present data in an attempt to discover whether or not social work experience had any significant influence on the students' interest in the historical development of social work and social welfare.

TABLE 19.--Cross tabulation of the variables social work experience and student interest in social work past: scores, frequency and percentages

Social Work Experience	up to 27	28-36	37-45	46-63	Total
Paid	5 27.8%	3 16.7%	6 33.3%	4 22.2%	18 100.0%
Voluntary	11 25.0%	15 35.1%	13 28.5%	5 11.4%	44 100.0%
None	14 35.9%	8 20.5%	8 20.5%	9 23.1%	39 100.0%
Total	30	26	27	18	101

chi-square = 5.906

df = 6

n.s.

From the analysis of Table 19 the researchers found that the interest scores of the students in all three categories

of social work experience were scattered somewhat evenly in all the cells of the table. Hence, there was no discernible relationship between the two variables social work experience and the historical development of social work. The chi-square was not significant.

Table 20 showed a similar pattern to Table 19 and the chi-square was also not significant.

TABLE 20.--Cross tabulation of the variables social work experience and student interest in social welfare past: scores, frequency and percentages

Social Work Experience	up to 27	28-36	37-45	46-63	Total
Paid	6 33.3%	5 27.8%	4 22.2%	3 16.7%	18 100.0%
Voluntary	12 27.2%	16 36.5%	11 25.0%	5 11.3%	44 100.0%
None	12 30.8%	12 30.8%	12 30.8%	3 7.6%	39 100.0%
Total	30	33	27	11	101

chi-square = 2.241 df = 6 n.s.

Thus the researchers concluded that, in this study, there was no evidence to indicate that social work experience had a meaningful influence on students' interest in the historical development of social work and social welfare. It did appear how-

ever that there may be a slight tendency toward a higher degree of interest in these two areas of social work study by students with more experience, although the students had interest scores ranging from very low to medium in response to their interest in studying the historical development of social work and social welfare.

In the group of research questions under the heading "social work experience" the writers were also interested in finding out whether a student's sex had any influence on the acquisition of social work experience; that is, do female students entering a first year, undergraduate social work course tend to have a higher degree of social work experience than male students? This question is perhaps more of a reflection of a cultural stereotype. The stereotype refers to one where girls (or females) are viewed as being more eager or even more able to give their services voluntarily to social agencies and services. The authors, however, were of the opinion that more and more men are volunteering their services as is witnessed by the Big Brother Associations, Boy Scouts and drug programmes. It also appeared that it was becoming more socially accepted for males to volunteer their services in areas which have been previously viewed as the domain of women. With the increase in community social services in North America, perhaps more young men in high school are finding part-time and summer jobs in these community agencies, thus allowing them to gain work experience of a social work nature. Table 21 shows the cross tabulation of sex by social work experience.

TABLE 21.--Cross tabulation of the variable sex by the variable social work experience: frequency and percentages

Sex	Paid Experience	Voluntary	None	Total
Male	8 25.0%	14 43.8%	10 31.2%	32 100.0%
Female	9 13.2%	30 44.1%	29 42.7%	68 100.0%
Total	17	44	39	100*

chi-square = 2.500 df = 2 n.s.

*There was one missing observation

In analyzing this table, it can be seen that 68.8% of the male students had paid and voluntary social work experience. Of the female students, only 57.3% had paid and voluntary social work experience. The chi-square was not significant. Although the data from the table showed a slight tendency toward a greater proportion of the males than the females having social work experience, it was also evident that there were almost twice as many females in the sample as there were males. Hence it was obvious that boys entering the first year undergraduate social work course were just as likely to have had prior social work experience.

ii) Career Choice

In this section the students' career choice relative to the profession of social work was examined, to determine whether or not this choice was significantly influenced by the variables age, sex, stage of family development and social work experience. Furthermore, with reference to the first hypothesis, the researchers were interested in finding out whether or not the students' selection of social work as a career had any significant influence on their interest in studying the present functioning of social work and social welfare, and the historical development of social work and social welfare.

The first research question examined in this section was aimed at determining whether or not the older students in this study were more likely to have made up their minds about social work as a career. This question reflects the general consensus of career choice theory*, that, as of age 18, the individual's career choice tends to become more permanent. Beyond this age, today's youth are faced with the real developmental task of beginning to at least think about setting up his or her own family. The major tangible aspect of this task is one of pursuing a career that will facilitate the socioeconomic maintenance of a family and also provide personal satisfaction to the individual. This is often a most difficult combination to achieve, both for males and females, as was discussed previously in the survey of the literature under Career Choice Theory. Thus, the older the person, the more

*See: Chapter II, section on "Career Choice Theory".

imperative it is that the career choice is made. Table 22 shows the cross tabulation of the variable age with the students' reason for course selection.

TABLE 22.--Cross tabulation of the variable age with the variable reason for course selection (career choice): frequency and percentages

Age	Decided on social work as career	Undecided on social work as career	Not social work as career	Total
18	3 27.2%	6 54.5%	2 18.3%	11 100.0%
19	16 47.1%	11 32.2%	7 20.7%	34 100.0%
20	12 75.0%	2 12.5%	2 12.5%	16 100.0%
21	6 42.8%	4 28.6%	4 28.6%	14 100.0%
22-39	17 73.9%	2 8.7%	4 17.4%	23 100.0%
Total	54	25	19	98*

chi-square = 13.955 df = 8 p < .05

*There were three missing observations

In Table 22 it is evident that the trend was toward the older students having made up their minds about the choice of social work as a career. The table shows that 73.9% of the students

between the ages of 22 and 39 stated that they had chosen social work as their career, as opposed to 27.2% of the 18 year olds. It is also important to note that 75% of the 20 year olds had chosen social work as their career. Furthermore, it can be observed in the table that of those who were undecided the older students represented a smaller percentage; only 8.7% of the 22 to 39 year olds were undecided as opposed to 54.5% of the 18 year olds. From this table it was evident that, in this study the students' age had a meaningful influence on their choice of social work as a career. The chi-square was significant at the .05 level. Thus the authors concluded that the older the students get, the more likely they are to have made up their minds about choosing social work as a career.

Earlier in this chapter, the authors found that male students were just as likely as female students to have had social work experience. The research question to be analyzed now is somewhat complementary to the earlier question in that it was directed at determining whether or not female students in an introductory social work and social welfare course are more likely than male students to have chosen social work as their career. Social work has traditionally been accepted as a profession for women. Perhaps this is due in part to the value orientation of the profession and its early practices, which were mainly done by women. One might even state that the values and orientations of the social work profession (at least in the past) were seen as being conducive to the female disposition - kindness, charity and godliness. With the long

history of women dominating the social work profession, it is probably quite reasonable to conclude that girls will be attracted more to the profession than boys and that the girls would have chosen social work as a career earlier than boys would. However, times are changing and more and more males are entering the social work profession at an ever-increasing rate. As the profession becomes more well known to students in high schools and also gains a more favourable status position among the helping professions and in society, plus salary increases, this perhaps will tend to increase the number of male students entering the profession at early ages. Table 23 shows the cross tabulation of sex by the students' reasons for course selection.

TABLE 23.--Cross tabulation of the variables sex by reason for course selection: frequency and percentages

Sex	Decided on social work as career	Undecided on social work as career	Not social work as career	Total
Males	17 53.1%	7 21.9%	3 25.0%	32 100.0%
Females	36 54.5%	19 23.3%	11 16.7%	66 100.0%
Total	53	26	19	98*

chi-square = 1.163 df = 2 n.s.

*There were three missing observations.

It is evident from Table 23 that almost equal percentages of male and female students had decided to make social work their career. There were 53.1% of the males and 54.5% of the females who had stated social work as their choice of career. A similar pattern was observed from the data under the other two categories of choice. The chi-square was not significant. Therefore, the writers concluded that the evidence in this study revealed that males were just as likely as females to have chosen social work as their career. However, it is important to note (as was mentioned earlier) that there were almost twice as many females as there were males in this study, perhaps pointing out that social work still appears to be a "woman's profession".

The authors were also interested in finding out if students living away from their parental homes and married students were more likely than those single students living at home to have already chosen social work as their career. Table 24 displays the cross tabulation of responses to the two variables, stage of family development and reasons for course selection.

The table shows that 72.2% of the married students, 53.8% of the single students living away from home and 49% of the single students living at home had decided to make social work their chosen career. It is important to note also that 27.8% of the married students, 23.1% of the single students living away from home and 31.4% of the single students living at their parental homes, were undecided.

The chi-square was not significant.

TABLE 24.--Cross tabulation of the variables stage of family development by reason for course selection: frequency and percentages

Stage of family development	Decided on social work as career	Undecided on social work as career	Not social work as career	Total
Single at home	25 49.0%	16 31.4%	10 19.6%	51 100.0%
Single not at home	21 53.8%	9 23.1%	9 23.1%	39 100.0%
Married*	8 72.2%	3 27.3%	0	11 100.0%
Total	54	28	19	101

chi-square = 4.154 df = 2 n.s.

*Two students in the married category were either widowed, divorced or separated

From the data the researchers concluded that in this study there was no evidence to indicate that stage of family development had a meaningful influence on the students' choice of social work as their career. It did appear, however, that there may be a slight trend toward the married students and single students living away from home having already chosen social work as their career.

Another area of concern to the researchers prompted the question as to whether or not social work experience obtained by students in a first year undergraduate social work course had any influence on the student's choice of social work as a career. It can be reasoned perhaps that students who seek employment or voluntary experience in social service settings where social work is practised or where the type of problems that social workers are concerned with are present, are in fact testing out their desire to enter this type of profession. In a sense, they can be viewed as trying to gain practical (first-hand) experience in these settings which would help them determine whether or not a profession such as social work is in harmony with their self concept, abilities and value orientation. At this point, the authors wish to make it quite clear that they also recognize that many students who gain part-time (paid) or full-time employment in social service agencies may have done so mainly due to expedience. This statement reflects observations made by the authors which indicate that many of the students employed in the agencies have received the employment through familiarity with either members of the Board or administrators of these agencies. However, this argument does have a double edge in that the Board of Directors of many social agencies are usually prominent citizens in the community and perhaps could acquire jobs for their sons, daughters or acquaintances in, perhaps, any number of different employment areas. Hence, the choice of employment area sought by the student (with the aid of a board member or administrator)

may still reflect that student's desire to obtain practical experience in the said employment area, with a view to choosing a career in one of the professions represented in that setting. It may be also that even if the student took the job for purely financial reasons and convenience, he or she may find that this area of employment is in fact harmonious to his or her self concept, ability and value orientation; or he or she may reject it as not being compatible. In any sense, however, the student is placed in a position of testing himself against a profession or vocation. The researchers felt that, given the present "status" and public knowledge and opinion about social work, students who have had social work experience and are taking the first year, undergraduate course are more likely to have already chosen social work as their career than those students who have no prior social work experience. Table 25 shows the cross tabulation of the variable social work experience with the variable reasons for course selection.

It is evident from this table that the students who had social work experience tended to have already chosen social work as their career. The table also shows that 77.8% of the students who had paid experience and 59% of the students who had voluntary experience said that they had already chosen social work as their career, as opposed to only 37.8% of those students who had no social work experience. This trend appears to suggest also that the higher the degree of experience, the more likely it was that the students would have chosen social work as their career.

The chi-square was significant, at the $<.05$ level.

TABLE 25.--Cross tabulation of the variables social work experience by reasons for course selection: frequency and percentages

Social Work Experience	Decided on social work as career	Undecided on social work as career	Not social work as career	Total
Paid	14 77.8%	2 11.1%	2 11.1%	18 100.0%
Voluntary	26 59.0%	9 20.5%	9 20.5%	44 100.0%
None	14 37.8%	15 40.6%	8 21.6%	37 100.0%
Total	54	26	19	99*

chi-square = 9.614 df = 4 p < .05

*There were two missing observations

Thus the writers concluded that in this study social work experience had a meaningful influence on whether or not students chose social work as their career.

Quite unexpected, however, was the finding that 14 students (37.8%) of the sample, who had no social work experience had chosen social work as their career. In the literature survey, under career choice theory, the authors mentioned that students could also receive valuable feedback about a profession through association with a member or members of

that profession and similar other ways; it was possible that some of these 14 students with no practical experience could have made up their minds about social work as a career from favourable experiences they had with social workers. However, this is pure speculation as data to substantiate this supposition was not collected. Nevertheless, the table does support the researchers' contention that students who have had social work experience and are taking the first year, undergraduate course are more likely to have already chosen social work as their career.

In relation to the first hypothesis, the authors were interested in seeking to determine if there was a significant relationship between the students' choice of social work as a career and their interest in studying the present functioning and the historical development of social work and social welfare. Tables 26 and 27 depict the cross tabulation between the variable reason for course selection by the variable social work present and social welfare present.

In Table 26 it was evident that 64.8% of the students who had decided to make social work their career, scored between high and very high in their interest in the present functioning of social work. Of the undecided, only 38.5% scored in the same interest range and of those who had decided not to pursue social work as a career a mere 15.8% scored high to very high. In contrast, of those students who had scored between moderate and very low interest in studying the present functioning of social work, 49.4% had decided not to pursue social

work as a career, 19.2% were undecided and 7.4% said they had decided to make social work their career. The chi-square was significant at $<.05$ level.

TABLE 26.--Cross tabulation of the variable reason for course selection by social work present: scores, frequency and percentages

Reason for Course Selection	up to 54	55-63	64-70	Total
Decided on social work as career	4 7.4%	15 27.8%	35 64.3%	54 100.0%
Undecided on social work as career	5 19.2%	11 42.3%	10 38.5%	26 100.0%
Not social work as career	9 47.4%	7 36.8%	3 15.8%	19 100.0%
Total	18	33	48	99*

chi-square = 21.262 df = 6 p $<.05$

*There were two missing observations

From the data presented in Table 26 it is readily apparent that students in this sample who had already chosen social work as their career tended to be more interested in the present functioning of social work.

TABLE 27.--Cross tabulation of the variable reason for course selection by social welfare present: scores, frequency and percentages

Reason for Course Selection	28-45	46-54	55-63	64-70	Total
Decided on social work as career	2 3.7%	12 22.2%	14 25.9%	26 48.2%	54 100.0%
Undecided on social work as career	5 19.2%	6 23.1%	7 26.9%	8 30.8%	26 100.0%
Not social work as career	1 5.3%	9 47.3%	4 21.1%	6 26.3%	19 100.0%
Total	8	27	25	39	99*

chi-square = 13.276 df = 6 p < .05

*There were two missing observations.

Similarly in Table 27 the students' reasons for course selection appeared to have had a significant influence on the scores the students obtained in response to their interest in studying the present functioning of social welfare. The chi-square was significant at the .05 level. Therefore, the researchers concluded that students who had already chosen social work as their career and were taking the first year, undergraduate course, tended to score higher in their interest in the present functioning of social work and social welfare.

Tables 28 and 29 depict the cross tabulation between the variables reason for course selection with social work past and social welfare past.

TABLE 28.--Cross tabulation of the variable reason for course selection by social work past: scores, frequency and percentages

Reason for Course Selection	up to 27	28-36	37-45	46-63	Total
Decided on social work as career	12 22.2%	15 27.8%	16 29.6%	11 20.4%	54 100.0%
Undecided on social work as career	11 42.3%	7 26.9%	3 11.5%	5 19.3%	26 100.0%
Not social work as career	6 31.6%	4 21.1%	8 42.1%	1 5.2%	19 100.0%
Total	29	26	27	17	99*

chi-square = 8.664

df = 6

n.s.

*There were two missing observations

Although the students who had already chosen social work as their career tended to score higher than the other students in their interest in the present functioning of social work and social welfare, there were no significant differences in their scores reflecting interest in the historical development of social work and social welfare. Tables 28 and 29 show this rather vividly.

TABLE 29.--Cross tabulation of variables reason for course selection by social welfare past: scores, frequency and percentages

Reason for Course Selection	up to 27	28-45	46-63	Total
Decided on social work as career	15 27.8%	30 55.6%	9 16.6%	54 100.0%
Undecided on social work as career	9 34.6%	15 57.7%	2 7.7%	26 100.0%
Not social work as career	5 26.3%	14 73.7%	0	19 100.0%
Total	29	59	11	99*

chi-square = 5.032 df = 4 n.s.

*There were two missing observations

Both tables show a similar pattern in that students in all three categories of career decision tended more toward medium to low interest in the historical development of social work and social welfare. The chi-square for both these tables was not significant. Nevertheless, in both tables there was a slight tendency towards students who had decided to make social work their career to score higher in their interest in the historical development of social work and social welfare.

It is important to note that if we look again at Tables 26 and 27, we find that a fair number of students who said that they were undecided scored very high in their interest in the present functioning of social work and social welfare. These students may, in fact, be looking to the course content and the professor to help them make up their minds about social work as a career. The mere fact that they are taking the course perhaps shows that they are still open to being convinced that social work is a profession suitable for them. Thus, the course content is probably of paramount importance to these students; and their interest in studying the present functioning of social work and social welfare might be a reflection of their still tentative choice of social work as a possible career for them. This factor may indeed be so for all the students who said that they were undecided. The researchers venture to state that the first year undergraduate course is most crucial in helping students through the developmental process of deciding whether or not to choose social work as a career, and in reinforcing those who have already made a fairly permanent decision to pursue social work as their chosen career.

TABLE 30.--Showing the chi-square values and significance levels of the cross tabulated variables referring to the research questions under "social work experience" and "career choice"

Variable Pairs	chi-square value	significance
Social work experience by Social work present	5.9106	n.s.
Social work experience by Social welfare present	2.709	n.s.
Social work experience by Social work past	5.906	n.s.
Social work experience by Social welfare past	2.241	n.s.
Sex by Social work experience	2.500	n.s.
Age by Reason for course selection	13.955	$p < .05$
Sex by Reason for course selection	1.168	n.s.
Stage of family development by Reason for course selection	4.154	n.s.
Social work experience by Reason for course selection	9.614	$p < .05$
Reason for course selection by Social work present	21.262	$p < .05$
Reason for course selection by Social welfare present	13.276	$p < .05$
Reason for course selection by Social work past	8.664	n.s.
Reason for course selection by Social welfare past	5.032	n.s.

Additional Data Related to the Research Questions

Section III B: Research Questions related to Hypothesis II and a Search for Variable Relationships

There were several areas of research questions related to the second hypothesis that were examined. The researchers wanted to know whether there was a significant relationship between students' interest in the practice variables and the following independent variables of the study:

- a) age
- b) sex
- c) stage of family development
- d) social work experience
- e) career choice

To determine whether or not a significant relationship existed, cross tabulations were done and the chi-square applied, using the .05 level of significance.

Interest in each table was coded on the basis of the lowest score a student achieved to the highest possibility, which was 56. Thus, low, medium and high degrees of interest were discussed in the analysis.

a i) Age and Interest in practice with Individuals

The authors were interested in finding out if age as a factor had any significant influence on the students' interest in each of the practice variables. Table 31 shows the cross tabulation of the variable age with the variable practice with individuals.

TABLE 31.--Students' Ages and their interest in Practice with individuals: scores, frequency and percentages

Ages	up to 51	52-56	Total
18 years	3 27.3%	8 72.7%	11 100.0%
19 years	16 47.1%	18 52.9%	34 100.0%
20 years	7 41.1%	10 58.9%	17 100.0%
21 years	6 40.0%	9 60.0%	15 100.0%
22-39 years	6 26.1%	17 73.9%	23 100.0%
Total	38	62	100*

chi-square = 3.2053 df = 4 n.s.

*There was one missing observation

As may be noted in Table 31, a higher percentage of the students in any age category showed a high interest in practice with individuals. In the table 72.7% of the 18 year olds, 52.9% of the 19 year olds, 58.9% of the 20 year olds, 60% of the 21 year olds and 73.9% of the 22-39 age group indicated high interest in practice with individuals. The chi-square was not significant, and the researchers concluded that in this study the students' ages appeared not to have a significant influence on their interest in practice with individuals.

a ii) Age and Interest in Practice with Families

Table 32 presents data showing the relationship of students' ages to their interest in practice with families.

TABLE 32.--Students' ages and their interest in practice with families: scores, frequency and percentages

Age	up to 46	47-51	52-56	Total
18 years	0 26.7%	3 27.3%	8 72.7%	11 100.0%
19 years	9 26.7%	10 29.5%	15 43.8%	34 100.0%
20 years	6 35.2%	2 11.8%	9 53.0%	17 100.0%
21 years	2 13.3%	2 13.3%	11 73.4%	15 100.0%
22-39 years	2 8.7%	10 43.5%	11 47.8%	23 100.0%
Total	19	27	54	100*

chi-square = 14.4223

df = 8

p < .05

*There was one missing observation.

High interest was indicated by students of all ages for practice with families. As evidenced in Table 32, high interest was indicated by 72.7% of the 18 year olds, 43.8% of the 19 year olds, 53% of the 20 year olds, 73.4% of the 21 year olds and 47.8% of the 22-39 year old students. The chi-

square was significant; however, the differences in interest do not show a trend, and appear to be random.

a iii) Age and Interest in practice with Small Groups

Table 33 depicts the cross tabulation of the variable age with the variable practice with small groups.

TABLE 33.--Students' ages and their interest in practice with Small Groups: scores, frequency and percentages

Age	up to 46	47-51	52-56	Total
18 years	3 27.3%	5 45.4%	3 27.3%	11 100.0%
19 years	17 50.0%	7 20.1%	10 29.9%	34 100.0%
20 years	8 47.1%	3 17.6%	6 35.3%	17 100.0%
21 years	7 46.8%	4 26.6%	4 26.6%	15 100.0%
22-39 years	9 39.9%	4 17.4%	10 42.7%	23 100.0%
Total	44	23	33	100*

chi-square = 5.4901

df = 8

n.s.

*There was one missing observation

As shown by Table 33, a varied degree of interest in small groups was indicated by the students. The majority of the 18 year old students (45.4%) showed medium interest; the majority of the 19, 20 and 21 year old students (50%, 47.1%

and 46.8% respectively) showed low interest, and with the older students in the 22-39 year old category, 42.7% showed high interest and 39.9% showed low interest in practice with small groups.

a iv) Age and Interest in practice with Communities

Table 34 shows the cross tabulation of the variables students' age and interest in practice with communities.

TABLE 34.--Students' ages and their interest in practice with Communities: scores, frequency and percentages

Age	up to 36	37-46	47-51	52-56	Total
18 years	1 9.0%	5 45.4%	4 36.6%	1 9.0%	11 100.0%
19 years	5 14.7%	17 50.0%	4 11.8%	8 23.5%	34 100.0%
20 years	3 17.5%	7 41.6%	2 11.6%	5 29.3%	17 100.0%
21 years	1 6.7%	5 33.3%	6 40.0%	3 20.0%	15 100.0%
22-39 years	3 13.0%	9 39.1%	5 21.7%	6 26.2%	23 100.0%
Total	13	43	21	23	100*

chi-square = 9.0522 df = 12 n.s.

*There was one missing observation

In examining Table 34, most 18, 19, 20 and 21 year old students showed medium interest in community practice.

With the older students (22-39 year olds), there was medium interest, with slight distributions towards the higher ranges of the interest scale. Hence, the authors concluded that in this study the students' age had no significant influence on their interest in practice with communities.

a v) Age and Interest in practice with Research and Administration

Practice in research and administration are perhaps the two areas of study in social work that are farthest removed from the first year, undergraduate student in a social work course. The writers were interested in determining whether or not the students' ages had any significant influence upon their interest in these two areas of social work practice.

Table 35 depicts the cross tabulation between the variables age and practice in research and administration. The table indicates that 54.5% of the 18 year olds, 47.1% of the 19 year olds and 64.6% of the 20 year old students showed low interest in research and administration. With the 21 year old category, 40.0% showed medium interest. In the group from 22-39, 34.8% showed low interest, 34.8% showed medium interest and 30.4% showed high interest. Although the students generally showed medium to low interest in these two areas of social work practice, there was a slight tendency for the older students to show more interest. Nevertheless, the researchers had to conclude from the data that in this study

the students ages had no significant influence on their interest in practice in research and administration.

TABLE 35.--Students' ages and their interest in practice with Research and Administration: scores, frequency and percentages

Age	up to 36	37-46	over 47	Total
18 years	6 54.5%	4 36.4%	1 9.1%	11 100.0%
19 years	16 47.1%	12 34.1%	6 18.8%	34 100.0%
20 years	11 64.6%	3 17.7%	3 17.7%	17 100.0%
21 years	4 26.7%	6 40.0%	5 33.3%	15 100.0%
22-29 years	8 34.3%	8 34.8%	7 30.4%	23 100.0%
Total	45	33	22	100*

chi-square = 7.137 df = 8 n.s.

*There was one missing observation

In analyzing Tables 31 to 35, age was found to have a significant influence only on the students' interest in practice with families. There were no indications that older students were more likely to be interested in community practice or research and administration rather than clinical practice; nor did the data suggest that younger students were more likely to be interested in clinical practice than either

community practice or research and administration. Adult or older students also did not necessarily have a higher degree of interest in all the practice areas of social work, but tended to show more distribution of interest in all the practice areas.

b i) Sex and Interest in practice with Individuals

The authors were also interested in determining whether or not the students' sex had any significant influence upon their interest in the practice areas of social work.

Table 36 shows the cross tabulation of the variable sex with the practice with individuals.

TABLE 36.--Students' sex and their interest in practice with individuals: scores, frequency and percentages

Sex	up to 46	47-51	52-56	Total
Male	6 18.8%	8 25.0%	18 56.2%	32 100.0%
Female	5 7.4%	18 26.5%	45 66.1%	68 100.0%
Total:	11	26	63	100*

chi-square = 2.9279

df = 2

n.s.

*There was one missing observation

Table 36 revealed that males (56.2%) and females (66.1%) showed a high degree of interest in practice with individuals. The chi-square was not significant. Hence, the researchers had to conclude that, in this study sex of a student did not significantly influence their interest in studying practice

with individuals.

b ii) Sex and Interest in practice with Families

Table 37 depicts the cross tabulation between the variables sex and practice with families.

TABLE 37.--Students' sex and their interest in practice with families: scores, frequency and percentages

Sex	up to 46	47-51	52-56	Total
Male	10 31.2%	11 34.4%	11 34.4%	32 100.0%
Female	9 13.2%	16 23.6%	43 63.2%	68 100.0%
Total	19	27	54	100*

chi-square = 8.0210 df = 2 p < .05

*There was one missing observation

As may be noted from Table 37, females (63.2%) showed a high degree of interest; whereas, 31.2% of the males showed low interest, 34.4% showed medium interest and 34.4% showed high interest in practice with families. Among the males, there seemed to be an equally distributed amount of interest over the range.

b iii) Sex and Interest in practice with Small Groups

Table 38 presents data which shows the relationship of students' sex to their interest in practice with small groups.

TABLE 38.--Students' sex and their interest in practice with small groups: scores, frequency and percentages

Sex	up to 46	46-51	52-56	Total
Male	17 53.3%	7 21.7%	8 25.0%	32 100.0%
Female	27 39.7%	15 22.1%	26 38.2%	68 100.0%
Total	44	22	34	100*

chi-square = 2.1529 df = 2 n.s.

*There was one missing observation

As may be noted from this table, of the males, 53.3% showed a lesser interest in small groups, whereas with females, 39.7% showed low interest and 38.2% showed high interest.

b iv) Sex and Interest in practice with Communities

TABLE 39.--Students' sex and their interest in practice with communities: scores, frequency and percentages

Sex	up to 36	37-46	47-51	52-56	Total
Male	6 18.8%	13 40.6%	5 15.6%	8 25.0%	32 100.0%
Female	7 10.2%	29 42.7%	17 25.0%	15 22.1%	68 100.0%
Total	13	42	22	23	100*

chi-square - 2.1692 df = 3 n.s.

*There was one missing observation

From Table 39, it was evident that of the males, 40.6% showed

medium interest in practice with communities. With the females, 42.7% showed medium interest. Thus, both males and females showed a higher concentration in the medium range for practice with communities.

b v) Sex and Interest in practice with Research and Administration

Table 40 indicates the cross tabulation between the variables sex and practice with research and administration.

TABLE 40.--Students' sex and their interest in practice with research and administration: scores, frequency and percentages

Sex	up to 36	37-46	over 47	Total
Male	14 43.8%	11 34.5%	7 21.7%	32 100.0%
Female	30 44.1%	23 33.8%	15 22.1%	68 100.0%
Total	44	34	22	100*

chi-square = 0.0029 df = 2 n.s.

*There was one observation missing

From Table 40 it may be observed that low interest in practice with research and administration was shown by 43.8% of the males and 44.1% of the females. Thus, a larger percentage of both males and females showed low interest in practice with research and administration

From the analysis of the data presented in Tables 36 to 40, there was no indication to clearly state that females

were more likely than males to have a higher degree of interest in all the practice areas of social work. In this sample, the females greatly outnumbered the males. Sex was found only to be significant in terms of the students' interest in practice with families.

c i) Stage of family development and Interest in practice with Individuals

In this part of the analysis relating to a search for variable relationships, the authors wanted to determine if the stage of family development as defined in this study had any significant influence on the students' interest in the practice areas of social work.

Table 41 indicates the cross tabulation of the students' stage of family development with practice with individuals.

TABLE 41.--Students' stage of family development and their interest in practice with individuals: scores, frequency and percentages

Stage of development	up to 46	47-51	52-56	Total
Single, living in parental home	6 12%	15 30%	29 58%	50 100.0%
Single, living away from parental home	5 12.8%	9 23.7%	25 63.5%	39 100.0%
Married*	0	3 25%	9 7.5%	12 100.0%
Total	11	27	63	101

chi-square = 2.3836 df = 4 n.s.

*In this married group, 2 students were separated, widowed or divorced.

As may be noted in Table 41, a higher percentage of students in any stage of development showed high interest in practice with individuals. However, there was a slight tendency toward married students and single students living away from home, showing higher interest in this area of social work.

c ii) Stage of family development and Interest in practice with Families

Table 42 indicates the cross tabulation of the variable stage of family development with the variable practice with families.

TABLE 42.--Students' stage of family development and their interest in practice with families: scores, frequency and percentages

Stage of development	up to 46	47-51	52-56	Total
Single, living in parental home	13 26%	12 24%	25 50%	50 100.0%
Single, living away from parental home	6 15.4%	10 25.2%	23 59.4%	39 100.0%
Married*	0	5 41.7%	7 58.3%	12 100.0%
Total	19	27	55	101

chi-square = 5.3942

df = 4

n.s.

Table 42 shows that a higher percentage of students in any stage of family development indicated high interest in practice with families; and there was no evidence to indicate that students' stage of family development had any significant influence upon their interest in family practice.

c iii) Stage of family development and interest in practice with Small Groups

Table 43 depicts the cross tabulation of the variable stage of family development with the variable practice with small groups.

TABLE 43.--Students' stage of family development and their interest in practice with small groups: scores, frequency and percentages

Stage of development	up to 46	47-51	52-56	Total
Single, living in parental home	23 46.0%	11 22.0%	16 32.0%	50 100.0%
Single, living away from parental home	18 46.2%	7 17.9%	14 35.9%	39 100.0%
Married*	3 25.0%	5 41.7%	4 27.3%	12 100.0%
Total	44	23	34	101

chi-square = 3.4695 df = 4 n.s.

*In the married group, there were 2 students who were separated, widowed or divorced.

In Table 43, as may be noted, 46.2% of the single students living at home and away from home, showed low interest in small groups. Of the married students, 41.7% showed medium interest in small groups. Thus, single students showed less interest than married students in practice with small groups, but not at a significant level.

c iv) Stage of family development and Interest in practice with Communities

Table 44 shows the cross tabulation of the variable stage of family development with the variable practice with communities.

TABLE 44.--Students' stage of family development and their interest in practice with communities: scores, frequency and percentages

Stage of development	up to 36	36-46	47-51	52-56	Total
Single, living in parental home	8 16.0%	23 46.0%	12 24.0%	7 14.0%	50 100.0%
Single, living away from parental home	5 12.8%	14 35.9%	7 17.9%	13 33.4%	39 100.0%
Married*	0	6 50.0%	3 25.0%	3 25.0%	12 100.0%
Total	13	43	22	23	101

chi-square = 6.6855 df = 6 n.s. .

*In the married group, there were 2 students who were either separated, widowed or divorced

It can be seen from Table 44 that 46.0% of the single students living at home, and 50.0% of the married students showed a medium interest in community practice. Among the single students living away from home, 35.9% showed medium interest and 33.4% showed high interest in community practice.

c v) Stage of family development and interest in practice with Research and Administration

Table 45 depicts the cross tabulation of the variables stage of family development by practice with research and administration.

TABLE 45.--Students' stage of family development and their interest in practice with research and administration: scores, frequency and percentages

Stage of development	up to 36	37-46	over 47	Total
Single, living in parental home	24 48.0%	17 24.0%	9 18.0%	50 100.0%
Single, living away from parental home	17 43.6%	11 28.2%	11 28.2%	39 100.0%
Married*	4 33.3%	6 50.0%	2 16.7%	12 100.0%
Total	45	34	22	101

chi-square = 2.9899 df = 4 n.s.

*In the married group there were 2 students who were separated, widowed or divorced

It is evident from Table 45 that single people showed less interest in research and administration; whereas 50.0% of the married people showed medium interest. The chi-square was not significant. Hence the authors concluded that in this study, stage of family development had no significant influence upon the students' interest in practice with research and administration.

There was no significant relationship at the .05 level between students' stage of family development and their interest in the practice variables. No evidence existed to indicate that single students, living at or away from home, were likely to show a higher degree of interest in clinical practice than either community practice or research and administration. Married students tended to show a broader distribution of interest in all the practice areas of social work.

d i) Social work experience and Interest in practice with Individuals

The authors were interested in finding out whether or not social work experience had any significance in influence upon the students' interest in the practice areas of social work. It could be expected that those students who had had social work experience, especially paid social work experience, would perhaps score higher than the others in their interest in the practice areas of social work.

Table 46 indicates the cross tabulation of the variable social work experience and the variable practice with individuals.

TABLE 46.--Students' social work experience and their interest in practice with individuals: scores, frequency and percentages

Work Experience	up to 51	52-56	Total
Paid	5 27.8%	13 72.2%	18 100.0%
Volunteer	18 40.9%	26 59.1%	44 100.0%
None	15 38.3%	24 61.7%	39 100.0%
Total	38	63	101

chi-square = 0.9576

df = 2

n.s.

It can be seen from Table 46 that the majority of students who had paid social work experience, voluntary or no prior social work experience, all showed high interest in practice with individuals.

d ii) Social work experience and Interest in practice with Families

Table 47 depicts the cross tabulation of the variable social work experience and the variable practice with families. It showed 72.2% of those students with paid, social work experience and 53.8% of those students with no experience showed high interest in practice with families. Less interest was shown by those students who had volunteer experience, with 47.7% showing high interest and 52.3% showing less interest.

TABLE 47.--Students' social work experience and their interest in practice with families: scores, frequency and percentages

Work Experience	up to 51	52-56	Total
Paid	5 27.8%	13 72.2%	18 100.0%
Volunteer	23 52.3%	21 47.7%	44 100.0%
None	18 46.2%	21 53.8%	39 100.0%
Total	46	55	101

chi-square = 3.0999 df = 2 n.s.

d iii) Social work experience and interest in practice with Small Groups

Table 48 indicates the cross tabulation of the variable social work experience with the variable practice with small groups.

TABLE 48.--Students' social work experience and their interest in practice with small groups: scores, frequency and percentages

Work Experience	up to 46	47-51	52-56	Total
Paid	3 16.6%	9 50.0%	6 33.4%	18 100.0%
Volunteer	23 52.2%	7 16.0%	14 31.8%	44 100.0%
None	18 46.2%	7 17.8%	14 36.0%	39 100.0%
Total	44	23	34	101

chi-square = 11.0866 df = 4 p < .05

In Table 48, there was a scattering distribution of interest for each category of students. The majority (50.0%) of students who had paid, social work experience showed a medium interest in practice with small groups. In the volunteer group, 52.2% indicated a lower interest in practice with small groups. The same applied to the students with no social work experience. Hence, those with paid, social work experience showed more interest in small groups than those with only volunteer experience or no experience. The chi-square was significant.

d iv) Social work experience and Interest in practice with Communities

Table 49 depicts the cross tabulation of the variable social work experience with the variable practice with communities.

TABLE 49.--Students' social work experience and their interest in practice with communities; scores, frequency and percentages

Work Experience	up to 36	37-46	47-51	52-56	Total
Paid	2 11.1%	6 33.3%	6 33.3%	4 22.3%	18 100.0%
Volunteer	8 18.2%	19 43.2%	7 15.9%	10 22.7%	44 100.0%
None	3 7.8%	18 46.2%	9 23.0%	9 23.0%	39 100.0%
Total	13	43	22	23	101

chi-square = 4.1357

df = 6

n.s.

As may be noted in Table 49, the majority of students with any type of social work experience indicated medium interest in practice with communities. It is important to note, however, that students who had no social work experience showed just as much interest as the other students in this area of social work.

d v) Social work experience and Interest in practice with Research and Administration

Table 50 indicates the cross tabulation of the variable social work experience and the variable practice with research and administration

TABLE 50.--Students' social work experience and their interest in practice of research and administration: scores, frequency and percentages

Work Experience	up to 36	37-46	over 47	Total
Paid	9 50.0%	2 11.1%	7 38.9%	18 100.0%
Volunteer	18 40.9%	18 40.9%	8 18.2%	44 100.0%
None	18 46.2%	14 35.9%	7 17.9%	39 100.0%
Total	45	34	22	101

chi-square = 6.6801

df = 4

n.s.

In Table 50 it appeared that there were indications that students with paid, social work experience did have a varying range of interest in the practice variables, but not necessarily

that they had a higher or a lower degree of interest in clinical than either research or administration. Though their interest varies, compared to the volunteer or no experience group, comparisons can only be made on the basis of individual tables.

It was also expected that students with no prior social work experience would show lower interest in practice with communities and research and administration; however, this cannot be deduced from the statistical finding.

Social work experience was found only to be significant with interest in practice with small groups.

e i) Career Choice and Interest in practice with Individuals

The authors were interested in determining whether or not students who had already decided to choose social work as their career tended to show more interest in the practice areas of social work, than those students who were undecided or had decided on some other career. (The rationale for this question was discussed under the career choice section of the Research Questions pertaining to the first hypothesis).

Table 51 indicates the cross tabulation of the variable reason for course selection with the variable practice with individuals.

TABLE 51.--Students' reason for course selection and their interest in practice with individuals: scores, frequency and percentages

Reason for Course Selection	up to 51	51-56	Total
Decided on social work as career	15 27.8%	39 72.2%	54 100.0%
Undecided on social work as career	8 30.7%	18 69.3%	26 100.0%
Not social work as career	14 73.6%	5 26.4%	19 100.0%
Total	37	62	99*

chi-square = 13.3118

df = 2

p < .05

In Table 51 it will be noted that high interest in practice with individuals was shown by 72.2% of the students who had decided about social work as a career, and 69.3% of the students who were undecided about social work as a career.

As was expected, 73.6% of the students who had decided not to choose social work as a career showed less interest in practice with individuals.

e ii) Career Choice and Interest in practice with Families

Table 52 depicts the cross tabulation of variable reason for course selection with variable practice with families.

TABLE 52.--Students' reason for course selection and their interest in practice with families: scores, frequency and percentages

Reason for course selection	up to 46	47-51	52-56	Total
Decided on social work as career	6 11.1%	15 27.8%	33 61.1%	54 100.0%
Undecided on social work as career	6 23.1%	4 15.4%	16 61.5%	26 100.0%
Not social work as career	7 36.8%	8 42.1%	4 21.1%	19 100.0%
Total	19	27	53 0	99*

chi-square = 12.6455 df = 4 p < .05

*There were two missing observations

As seen in Table 52, high interest was indicated in practice with families by 61.1% of the students who had decided about social work as a career, and 61.5% of the students who were undecided about a social work career. With the students who had decided not to choose a social work career, 42.1% showed medium interest and 36.8% showed low interest in practice with families.

e iii) Career Choice and Interest in practice with Small Groups

Table 53 indicated the cross tabulation of variable reason for course selection with variable practice with small groups.

TABLE 53.--Students' reason for course selection and their interest in practice with small groups: scores, frequency and percentages

Reason for course selection	up to 46	47-51	52-56	Total
Decided on social work as career	17 31.5%	12 22.2%	25 46.3%	54 100.0%
Undecided on social work as career	13 50.0%	6 23.1%	7 26.9%	26 100.0%
Not social work as career	13 68.4%	4 21.1%	2 10.5%	19 100.0%
Total	43	22	34	99*

chi-square = 9.0145 df = 4 p < .05

As shown in Table 53, high interest in practice with small groups was indicated by 46.3% of the students who had decided about social work as a career; whereas, 50% of the students undecided about a social work career and 68.4% of the students who had decided against social work as a career indicated low interest.

e iv) Career choice and Interest in practice with Communities

Table 54 depicts the cross tabulation of the variable reason for course selection with the variable practice with communities.

TABLE 54.--Students' reason for course selection and their interest in practice with communities: scores, frequency and percentages

Reason for course selection	up to 36	37-46	47-51	52-56	Total
Decided on social work as career	5 9.3%	19 35.2%	12 22.2%	18 33.3%	54 100.0%
Undecided on social work as career	3 13.1%	11 42.3%	7 26.9%	5 17.7%	26 100.0%
Not social work as career	5 26.3%	11 57.9%	3 15.8%	0	19 100.0%
Total	13	41	22	23	99*

chi-square = 14.5991 df = 6 p < .05

*There were two missing observations

It was found in Table 54 that 35.2% of the students who had decided about social work as a career indicated medium interest in community practice; however, high interest was also indicated by 33.3% of this group. Medium interest was indicated by the majority of students undecided about a social work career and by those who decided not to choose a social work career.

e v) Career choice and Interest in practice with Research and Administration

Table 55 indicates the cross tabulation of the variable reason for course selection with the variable practice with research and administration.

TABLE 55.--Students' reason for course selection and their interest in practice with research and administration: scores, frequency and percentages

Reason for course selection	up to 36	37-46	over 47	Total
Decided on social work as career	18 33.3%	19 35.2%	17 31.5%	54 100.0%
Undecided on social work as career	13 50.0%	9 34.6%	4 15.4%	26 100.0%
Not social work as career	13 68.4%	5 26.3%	1 5.3%	19 100.0%
Total	44	33	22	99*

chi-square = 9.5766 df = 4 p < .05

*There were two missing observations

It was shown in Table 55 that students who had decided about social work as a career showed almost equal distribution of interest over the scale. However, low interest in practice with research and administration was shown by 50.0% of the students undecided about a social work career, and 68.4% of those who decided not to choose a social work career.

A students' career choice was found to be a significant influence on his or her interest in the practice variables at the $.05$ level of significance. Students who had already decided about a social work career tended to have a broader range of interest in all the practice areas of social work than those who were undecided or decided not to make social work a career. Thus it was concluded that students, in this sample, who had decided to make social work their career, tended to show higher interest in all areas of social work practice than the other students. However, it is important to note that those students who were undecided, also showed fairly high interest in practice in all areas.

In summarizing this section on variable relationships pertinent to the second hypothesis, Table 56 was constructed in an effort to assimilate more readily the existent significant relationships between the variables of this study.

TABLE 56.--Chi-square Matrix and Significant Levels

Interest	Age	Sex	Stage of Family Development	Social Work Experience	Reason for course Selection
Individuals	3.2053 n.s.	2.9279 n.s.	2.3836 n.s.	0.9576 n.s.	13.3118 <.05
Families	14.4223 <.05	8.0210 <.05	5.3942 n.s.	3.0999 n.s.	12.6455 <.05
Small Groups	5.4901 n.s.	2.1529 n.s.	3.4695 n.s.	11.0866 <.05	9.0145 <.05
Communities	9.0522 n.s.	2.1692 n.s.	6.6855 n.s.	4.1357 n.s.	14.5991 <.05
Research and Administration	7.8187 n.s.	0.0029 n.s.	2.9899 n.s.	6.6801 n.s.	9.5766 <.05

CHAPTER V

SUMMARY AND CONCLUSION

Summary

It was the express purpose of this research project to test the two hypotheses which state:

1. Students in a first year, undergraduate course of a social work programme are more interested in the present functioning than the historical development of social work and social welfare.
11. Students in a first year, undergraduate course of a social work programme are more interested in clinical practice with individuals, families and small groups than either community practice or research and administration in social work.

The researchers also sought to determine what influence, if any, would such variables as age, sex, stage of family development, social work experience and reasons for course selection (career choice) have on the students' interest. Additionally, the researchers endeavoured to search for variable relationships between and among some of the more important variables within the parameters of this study.

The two hypotheses and the research questions were designed in an attempt to answer the basic questions, what knowledge and information do first year, undergraduate students, taking the first year social work and social welfare course, want to obtain from the course. In other words,

what were the students at this level interested in learning from the course. Traditionally, these first year social work and social welfare courses have been taught from an historical perspective. The authors questioned the historical approach and contended that it was not appropriate to the students' educational and personal needs and interests. The authors suggested that the course content must be relevant to the students' needs and interests in order for meaningful learning to begin to take place. The student was viewed as the focal point of the educational process whether it be professional or liberal, and thus, in the final analysis, the real test of the educational process was not so much what was taught but what the students had learned from the course. The authors, therefore, were concerned with what was being taught to first year, undergraduate students, who were taking the first year social work course.

Inasmuch as the students were viewed as the focal point of the educational process, their needs and interests deserved primary attention. The authors employed the four areas of theoretical orientations; namely, learning theory, developmental theory, career choice theory and social work education and curriculum development theory.

Learning theory generally emphasized the student-teacher transaction, but also recognized that learning takes place within the student, hence all teaching should begin.

where the student is, in terms of his or her past educational experiences and psychological development. It was also argued that education should aim at providing knowledge for use in the present and should also help people to have relevant and accurate information in a given field. Further to this, educators were viewed as also having the duty to help students continue learning.

The authors felt that the majority of students who enter the first year, undergraduate course in social work could have been categorized as falling within what was referred to as late adolescence or young adult stage of development. This consideration implied that the "freshman" was in a distinctive stage of development and that actions to promote his development must be based in a large part upon an understanding of this stage. Here again it was stressed that the educational experience should begin where the students are, in terms of their stage of development. The authors recognized that there are many common characteristics and intents among the first year undergraduate population. It was, then, necessary to understand what these characteristics and intents were, in order that learning as well as students' interest could be enhanced.

The authors felt that the choice of a career was one of the most important areas of concern with which students were faced; and that students' interests in courses and programmes tended to a great degree to reflect their

need to choose a career, which matches their self concept, personality, value orientation and abilities. It was also suggested from career choice theory that once the students had made up their minds about entering a career, they were then freed to focus their attention on the relevant knowledge encompassing that career or profession. Thus, in terms of a choice of career, the students needed relevant information about the career, in as much as they were interested in it. Therefore, relative to the social work profession, the first year social work course, at the undergraduate level, should begin to acquaint the students with the present functioning of social work in the present field of social welfare.

All three of the aforementioned theoretical orientations were directly related to social work education and curriculum development. If it was desirable that course content be relevant to the aims and objectives of social work education. The objectives of social work education are first translated into a curriculum which is in fact an organization of courses designed to meet the said objectives. Therefore, there must be a delicate balance between the students' needs and interests and the objectives of social work education as reflected in the course content. The answer to this delicate balance is in the artificial dichotomy of what the students want to know as opposed to what they should know.

Research Design

The questionnaire was designed to elicit information as to certain selected characteristics of the sample, but mainly to gain responses that would give indications as to students' interest in the various areas of social work mentioned in the two hypotheses. There were eighty questions in the questionnaire relating to both hypotheses and the responses were scored on a scale of 1 to 7 corresponding to categories from very low to very high interest. There were 10 questions for each of the four variables in the first hypothesis and 8 questions for each of the variables in the second hypothesis, (research and administration had four each). This allowed each student to gain a possible interest score of 10 to 70 for each variable in the first hypothesis and an interest score of 8 to 56 for each variable in the second hypothesis.

The two hypotheses were tested for significance at the .01 level using the students' "t" test for difference between the means. In this regard, the means of the scores the subjects achieved on the interest scale for all the variables comprising the two hypotheses were compared with each other and the significance of their differences was calculated using the "t" test. The Pearson coefficient of correlation was also used to test the hypotheses at the .01 level of significance and also as a check for internal consistency of the students' responses.

Sample

There were approximately 132 students who were enrolled in the first year, undergraduate social work class when the questionnaires were distributed, but the authors were able to obtain responses from 101 of the students. Hence, the sample for this study was composed of 101 students who were enrolled in the first year, undergraduate social work course for the academic year September 1972 to April 1973 at the University of Windsor. The sample was made up of 31.7% males and 67.3% females, between the ages of 18 and 39. The largest group was the 18-20 year olds, who accounted for approximately 61% of the sample. It appeared also that approximately 50% resided in their parental home. Of the total sample, 61.5% of the students reported that they had had social work experience of either a paid or voluntary nature or both, and 38.6% had no social work experience. Quite unexpected is the finding that approximately 53.5% of the sample said that they had already decided to choose social work as their career. Approximately 89.2% of the sample were in their first year of university education, and 6 students reported that they had children.

In compiling the data required for the statistical testing of the first hypothesis, it was found that the students tended to score higher in their interest in the present functioning of social work and social welfare than

they did in their interest in the historical development of social work and social welfare. The frequencies and percentages for the bar graphs and the differences between the means together with the tests of significance all indicated that the students were more interested in studying the present function of social work and social welfare than the historical development of social work and social welfare.

Therefore, on the basis of the means of the scores the students achieved in response to the questions comprising the variables of the first hypothesis and the distribution of the said scores relative to the interest scale, the differences between the means and their corresponding levels of significance as calculated using the "t" test, together with Pearson correlations of the said variables (Table 9 - Correlation Matrix) the researchers accepted the hypothesis concluding that students in a first year, undergraduate social work programme were more interested in studying the present function than the historical development of social work and social welfare. It was also observed that the results hinted at a hierarchy of interest with respect to these four areas of study in social work; that is, the results showed that the students in terms of their interest wanted to study first, the present functioning of social work; second, the present functioning of social welfare; third, the historical development of social work and fourth, the historical development of social welfare.

In the analysis of the data necessary for the testing of the second hypothesis, it was found that the students tended to show more interest in practice with individuals, families and small groups than either community practice or research and administration. The frequencies and percentages for the bar graph, together with the differences between the means and the tests of significance, all indicated that: students in an introductory, undergraduate course of social work programme were more interested in clinical practice with individuals, families and small groups than either community practice or research and administration. Thus the researchers also accepted the second hypothesis as stated above.

Although the second hypothesis was accepted, the authors noted that, in fact, the students tended to show extreme interest in practice with individuals and families, moderate interest in practice with small groups and communities, and least interest in research and administration.

Research Questions

In this project, the authors also embarked upon a search for variable relationships from which was constructed several research questions either directly or indirectly related to the two hypotheses. The method of cross tabulation was used for investigating the research questions and the chi-square was employed as the test of significance at

the .05 level. Tables 30 and 52 give a summary of the cross tabulated variables together with the chi-square values and significance level.

The first set of research questions were directly related to the first hypothesis and were designed to determine whether or not social work experience had any significant influence on the students' interest in studying the present functioning and historical development of social work and social welfare. From the data it was evident that social work experience showed no statistically significant influence upon the students' interest in studying the present functioning and historical development of social work and social welfare. Although it was not statistically significant, the analysis indicated that, in general, it appeared that the higher the degree of experience the students had, the higher were their interest scores on the present functioning of social work and social welfare.

In regards to social work experience, the writers also tried to determine if the students' sex had any significant influence on their acquisition of social work experience. It was found that males were just as likely as females to have had social work experience.

Under the section of the analysis labelled "Career Choice" the authors first attempted to discover whether or not the factors age, sex, stage of family development and social work experience had any significant influence on the

students' reasons for course selection (career choice). The data presented appeared to indicate that the students' sex and stage of family development had no statistically significant influence on their career choice relative to social work. The results showed that males were just as likely as females to have already chosen social work as a career (although there were twice as many females as there were males in the sample). The analysis also showed a slight tendency for married students and single students living away from home to have already chosen social work as their career.

Of the four factors mentioned above, age and social work experience were the only two which showed statistically significant influence upon the students' choice of social work as a career (significant at the .05 level). The data showed that 75.9% of the 22-39 year olds and 75% of the 21 year olds, as opposed to 27% of the 18 year olds, decided to make social work their chosen career; and 54.5% of the 18 year olds as opposed to 8.7% of the 22-39 year olds were undecided. Thus, it was concluded that, in this study, the older the students the more likely they were to have already chosen social work as a career.

When social work experience was cross tabulated with reasons for course selection it was found that 77.8% of those with paid experience, 59% of those with voluntary experience, and 37% with no experience had already decided to make social

work their career. Thus the higher the degree of social work experience a student had, the ~~more~~ likely that the student would have chosen social work as his or her career. It is important to note however, that 37% of those with no experience had chosen social work as their career.

The authors also pursued some research questions under the section labelled "career choice". Basically, these questions asked whether or not career choice relative to social work had any significant influence upon the students' interest in studying the present functioning of social work and social welfare. From the data, it was found that 64.8% of those who had decided to make social work a career, as opposed to 33.5% of those who were undecided and 15.8% of those who had chosen some other career, scored high to very high in their interest in the present functioning of social work. A similar pattern was observed on the interest scores in present functioning of social welfare. The chi-square for both was significant at the $<.05$ level (social work present was significant $<.05$), which indicated that career choice had a significant influence upon the students' interest in the present functioning of social work and social welfare. Therefore, it was concluded that, in this study, students who had already chosen social work as their career tended to be more interested in the present functioning of social work and social welfare.

However, career choice appeared to have had no statistically significant influence upon students interest in the

historical development of social work and social welfare. The majority of the scores were in the medium to low ranges of the interest scale and were somewhat scattered between the three categories of "reason for course selection".

In relation to the second hypothesis, there were several research questions examined. The authors wanted to determine what statistical influence, if any, did the factors age, sex, stage of family development, social work experience and reason for course selection (career choice) have on the students' interest in practice variables.

When the students' ages were cross tabulated with their interest in the practice variables, it was evidenced through the application of the chi-square that there was no statistical significance between the students' ages and their interest in practice with individuals, small groups, communities, research and administration. However, there was significance at the $<.05$ level between the students' ages and their interest in practice with families. In practice with families, the 18 and 21 year olds were represented by 72.7% and 73.4% respectively in high interest in the practice variable. Nevertheless, students in all age groups tended to show extreme interest in practice with individuals and families, moderate interest in practice with small groups and communities, and low interest in research and administration.

When the factor sex was cross tabulated with the stu-

dents' interest in the practice variables, a similar pattern was observed, in that interest in practice with families was found to be the only practice variable which was significantly influenced by the factor sex. Of the females 63.2% as opposed to 34.4% of the males scored very high on their interest in practice with families. The findings were also similar in terms of the practice areas where the students showed extreme, moderate and low interest.

In cross tabulating students' stage of family development with their interest in the practice variables, it was evident by the chi-square significance that students' stage of family development had no significant influence upon their interest in the practice areas of social work. Thus, whether the student was single, living away from home, single, living at home or married, appeared to have made no significant difference in terms of their interest in any of the practice variables. However, there was a slight trend toward married students and single students, living away from home, having shown a higher degree of interest in all practice areas.

When students' social work experience was cross tabulated with their interest in the practice variables (Tables 46-50), the chi-square values indicated that there was no significant relationship between social work experience and interest in practice with individuals, families, communities, research and administration. However, there was significance at $\leq .05$ level between social work experience

and interest in practice with small groups. Students with paid experience tended to score higher in their interest in small groups. Of those who had paid experience, 83.4% as opposed to 47.8% of those with voluntary experience, and 53.8% of those with no experience, scored between moderate to very high in their interest. It was noted however, that students with no experience scored as high as those with voluntary experience.

When students' career choice was cross tabulated with their interest in the practice variables (see Tables 51-55) the chi-square values indicated that there was a significant relationship at $<.05$ level between career choice and all the practice variables. The results showed that students who had already decided to choose social work as a career tended to score much higher in their interest in all the practice areas. Again, it was evident that those who were undecided also scored fairly high in their interest.

Conclusion

Based upon the data derived in testing the hypotheses of this research project, as well as information obtained in the analysis of the research questions of the study, the authors present the following conclusions:

It was found from the results of this project that first year students taking the undergraduate social work course at the University of Windsor are more interested in studying

the present functioning than the historical development of social work and social welfare. Therefore, the course content, in order to be relevant to the students' needs and interests, should be more oriented toward the disseminating of information concerning the present functioning of social work and social welfare. Perhaps it would be also advisable that social work text books at this level be oriented toward the areas mentioned above. In view of the research findings, the authors would conclude that the students in this sample are quite capable, and probably willing, to share their views about what they see as relevant to them with respect to course content.

From the results of the research it was also found that students with social work experience tended to have already chosen social work as a profession. It will be remembered that the authors argued in the literature survey that students in high schools can hardly be viewed as having sufficient information about the profession of social work to make a tentative career choice in favour of social work. However, the students have taken the initiative to seek (part-time) employment or voluntary experience in agencies and settings where they would be able to gain information about the practical functioning of social work and the type of problems that social workers deal with in their professional roles. Although a little over half of the sample had decided to make social work their career, approximately one-quarter of the sample were undecided. For these students

who were undecided the course and its content becomes of crucial importance; in that it can help them to make up their minds about choosing or not choosing social work as a career. If the course content is not relevant and does not evoke interest or is not compatible with the students' interest, these students will have been done a grave injustice. The above statement is equally relevant to those students who have already decided to make social work their chosen profession. They have come to university with the intentions of pursuing a career in social work. They have been exposed to agencies, social problems and social workers; they are looking to the course and the professor for the beginnings of a professional orientation and perhaps they are also looking for academic, theoretical discussions or explanations of problems and situations seen in practical settings.

If we believe that an early identification with a profession that is suited to one's self concept and capabilities increases one's interest in the relevant areas of study associated with the said profession, then it would be beneficial for social work educators at the first year, undergraduate level to devise and present their course in such a fashion as to constructively help the students in their career decision-making process with respect to social work. This approach, in effect, would mean the presentation of more material about the present functioning of social work and social welfare and less material about the historical develop-

ment of social work and social welfare. In short, begin where the student is. From the results of this research project, it was also found that students who had already chosen social work as a career scored higher in their interest in the present functioning of social work and social welfare than the other students. However, a fairly large percentage of those who were undecided also scored high in their interest. From this result, we conclude, would be indicated that these students are still very much open to social work as a possible choice of career for them, and that the course content, if relevant, would greatly facilitate their decisions. By relevant, the authors mean the teaching of the present functioning of social work and social welfare, in as much as the results of the project showed that students were generally less interested in studying the historical development of social work and social welfare, regardless of whether or not they had already chosen social work as their career. The authors of this study thus conclude that social work educators, when designing the course for the first year, undergraduate students in social work, begin where the student is; wanting to learn about the present functioning of social work as a profession and the field of social welfare and at the same time help the students either to make up their minds one way or another about choosing social work as a career, or, for those who have already chosen social work, help them to

solidify their choice. The authors also conclude that this approach would be beneficial to those students who have, chosen other careers in the "helping professions" by giving them knowledge about the present functioning of social work in the broad field of our present welfare system. In this modern era where interdisciplinary cooperation is becoming perhaps absolutely necessary so as to facilitate better client service, it is probably wise to have students in the helping professions gain an early and continuous understanding of the orientations and functioning of each other's profession.

The project results also indicated that students in a first year, undergraduate social work and social welfare course are more interested in clinical practice (individuals, families and small groups) than either community practice or research and administration.

In view of this particular finding, as well as the one from the first hypothesis, there arises the general consideration of what should be taught in a survey course.

With particular interests of students being known, that is, students being more interested in the present functioning of social work and social welfare and in clinical practice, there should be careful investigation and scrutiny so as not to dismiss the importance of less interested areas as historical development of social work and social welfare and community practice and practice with research and admin-

istration.

The results of the second hypothesis, which the researchers had expected, also seem to indicate that students are perhaps seeking to establish a firm foundation in so far as the practice with individuals, families, small groups and communities is concerned. A sound base in casework and group work at the initial orientation to social work, could give the student a basic framework for later study in which the student may want to specialize or expand.

The data has also suggested a very primary and important finding in that results indicated that students who had decided about social work as a career showed interest in all areas of social work practice. This finding would suggest that the areas of community practice and research and administration, though rated with lower interest by students, are not necessarily areas that students should not be knowledgeable about. In fact, it might suggest that once the students have made an early choice of social work as a career, the practice areas of research and administration become more relevant to them; in as much as these two areas are perhaps now more easily viewed as relevant to the profession of social work. At this point the social work educator could venture a little farther to impart basic knowledge about these two areas of social work practice.

In addition, though a student's stage of family

development in this research study did not indicate that this variable had a significant influence upon their interest, this may be an area for further exploration in a more scientific fashion than as approached by this project.

It is recalled that in the literature survey on developmental theory, the premise was put forward that the majority of students in the first year, undergraduate social work and social welfare course would be in the stage of late adolescence and would be more concerned with personal fulfillment rather than in attempting to negotiate with the community. It is being suggested that this could be a reason for the hierarchical ranking of interest - primarily for clinical practice, than community practice and lastly research and administration - that the data has not revealed. However, this possibility too would entail further study, rather than mere speculation.

In conclusion, this project has given evidence to the concerns that the researchers wanted to examine, that is, some of the project's anticipations became results; however, the research has, on the other hand, noticeably brought attention to areas that still require intensive investigation.

Limitations of the Study

There are several limitations of this study that the reader should note and take into consideration when weighing the findings of this research project.

In as much as the sample used in the project was not a random sample, and the fact that the authors were not able to obtain responses to the questionnaire from all the members of the class, (101 out of 132), it is entirely possible that some degree of bias was introduced toward those students who were most interested in the course.

Although the sample no doubt contained students from different parts of Ontario, and perhaps other provinces, the non-randomized procedure of sampling in this study tends to limit any generalization of the findings to the Windsor, Essex County area or South Western Ontario.

The instrument used to test the hypotheses, namely the "Interest Scale", was designed by the authors and therefore levels of confidence were not previously determined by any other research project. Nevertheless, it is important to note that the questionnaire contained a built-in check for internal consistency and reliability of the students' responses. The writers also used the Pearson coefficient of correlation as a check of internal consistency and obtained significance at the .01 level. These findings appear to suggest not only a fair degree of reliability but also validity in the instrument used to test the hypotheses.

There were also some questions as to the timing of the administration of the questionnaire and the influence of the course content and professor upon the students' responses as was previously discussed in the limitations of the research design.

Suggestions for Further Study

As was noted in the limitations of the study, the sample used in this project was restricted, and although there are many characteristics common to first year, undergraduate students, there may be certain characteristics peculiar to students entering different programmes of study, e.g. social work, business administration, etc. In reference to social work, these peculiar characteristics might have significant influences upon the students' interest in studying the areas of social work explored in this study (in fact, this study found characteristics such as stages of career choice to have had significant influence upon the students' interest in social work and social welfare).

The dearth of research on first year undergraduate social work students on the whole, has left us with very little information about this population. Hence, it would be interesting and extremely beneficial to social work education, if this study was replicated in first year, undergraduate social work and social welfare courses throughout Canada. If a study of this magnitude were to be undertaken, it should be conducted within the first three or four weeks of entrance into the course.

Not to minimize the importance of studies such as ours, which no doubt would provide valuable information to the individual schools of social work, the authors suggest that this study be replicated, but that the questionnaire

be administered within the first three or four weeks of entrance into the course and again nearing the end of the course. (Questions to find out the major reasons for any major changes in responses should be included in the questionnaire). Using the abovementioned approach will give information not only about the students' interest in the areas of social work explored in this study, but also any changes in the students' interest and possible reasons for the changes.

A follow-up study could also be done to determine the changes in students' interest, if any, and the possible reasons for any changes that did occur. It would also be interesting to find out how many students, who said that they had already decided to choose social work as a career, or were undecided, entered the second year of undergraduate, social work education at the University of Windsor, and, if possible, to find those students who said that they had decided or were undecided, but did not enter the second year of the undergraduate, social work programme; again also attempting to obtain the reasons for their respective decisions. In fact, a longitudinal study could be undertaken following the sample through the four years, which might provide valuable information for social work educators at this and other schools of social work.

Studies such as the ones being suggested would not only provide valuable information for schools of social work,

relevant to their task of providing the best possible educational experience for their students, in preparation for entry into the profession of social work, but also could supply information that might be of some worth to high school educators and career guidance counsellors, in relation to the social work profession and its educational process.

APPENDICES

APPENDIX A

MASTER SHEET FOR QUESTIONNAIRE

The left hand column indicates the original order of the questions according to each variable. The numbers in brackets after each question indicate the order of the particular question appearing in the questionnaire.


Variable: Social Work Present

- a) What social workers do today. (1)
- b) What problems social workers deal with today. (10)
- c) How social workers deal with social problems today. (19)
- d) What social work "practice" means today. (28)
- e) What you should know to be a good social worker. (37)
- f) The different approaches social workers use to help people with problems. (46)
- g) How a social worker can be a helping person. (55)
- h) Why there is a need for social workers today. (64)
- i) The ethics, principles and values of social work. (73)
- j) The various roles of the social worker in the profession today. (77)

Variable: Social Work Past/Historical

- a) What social workers did in the past. (2)
- b) What kinds of problems social workers dealt with in the past. (11)
- c) How social work started. (20)
- d) Why there was a need for social workers in the past. (29)
- e) The approaches social workers used in the past to help people with problems. (38)
- f) The kinds of problems that social workers and the profession encountered in their early development. (47)
- g) The historical development of social work as a profession. (56)
- h) The different attitudes held by social workers in the early 19th century towards the underprivileged. (65)
- i) The contributions of specific people to the development of social work in the 19th century. (74)
- j) From what walks of life came those people involved in social work in the 19th century. (78)

Variable: Social Welfare Present

- a) What social welfare is today. (3)
 - b) How welfare programmes affect people today. (12)
 - c) How economics and politics affect social welfare today. (21)
 - d) What present programmes, policies and issues exist in social welfare. (30)
 - e) What social workers do in social welfare agencies today. (39)
 - f) How to help a person apply for social welfare assistance. (48)
 - g) The problems of people on social welfare today. (57)
 - h) What social services and resources exist in the community today. (66)
 - i) The structure and organization of social services and resources today. (75)
 - j) How a social worker can understand the problems of people on social welfare today. (79)
- 

Variable: Social Welfare Past/Historical

- a) The historical development of social welfare.. (4)
- b) What social welfare agencies did at the turn of the century. (13)
- c) How social welfare programmes started.. (22)
- d) The kinds of assistance the needy received in the early 19th century. (31)
- e) How 19th century economics and politics affected social welfare. (40)
- f) What social welfare workers did for the people in the 19th century.. (49)
- g) What social welfare organizations there were in the 19th century. (58)
- h) Social welfare issues in the 19th century. (67)
- i) The kinds of attitudes society held towards people receiving welfare assistance in the 19th century. (76)
- j) The social conditions of the under-privileged in the 19th century. (80)

Variable: Practice with Individuals

- a) How to interview a client. (5)
- b) What problems people have in our society today. (14)
- c) Social work practice with individuals in need of social work help. (23)
- d) How to help a person if he comes to you with a problem. (32)
- e) How you as a social worker would handle a crisis situation with a client. (41)
- f) The emotions experienced by individuals seeking social work help. (50)
- g) The techniques social workers use to help an individual seeking help feel relaxed and comfortable. (59)
- h) What casework is and how it is used with individuals. (63).

Variable: Practice with Families

- a) The problems families have in our society. (6)
- b) How social workers help troubled families. (15)
- c) How changes in our society affect families today. (24)
- d) How to talk to families about their problems. (33)
- e) The various ways social workers deal with families and their problems with each other. (42)
- f) How to help a family talk to each other. (51)
- g) The study of family relationships and patterns of interaction. (60)
- h) The practice of social work with multi-problemmed, under-privileged families. (69)

Variable: Practice with Small Groups

- a) What social workers do in a group. (7)
- b) What social workers need to observe in groups. (16)
- c) Why social workers use groups. (25)
- d) How to get a group started. (34)
- e) What theories there are about small groups. (43)
- f) When to use a group and why it may be the best method for the problem involved. (52)
- g) What problems you can run into if you decide to start a group. (61)
- h) The ways a social worker uses himself (herself) in a small group. (70)

Variable: Practice with Communities

- a) What social workers do in communities or neighbourhoods.
(8)
- b) How city council Functions. (17)
- c) What social workers do if they are involved in community organization work. (26)
- d) What social workers do in community organization practice. (35)
- e) Why communities and neighbourhoods need social workers.
(44)
- f) The help a social worker can give to a neighbourhood with problems. (53)
- g) What skills a social worker needs to work with total communities or neighbourhoods. (62)
- h) What social action is. (71)

Variable: Practice with Research and Administration

- a) What social work research is. (9)
- b) What a social work researcher does. (18)
- c) How to do social work research. (27)
- d) How social work research can help the individual social worker in his (her) practice. (36)
- e) What social work administration is. (45)
- f) What a social work administrator does. (54)
- g) How to do social work administration. (63)
- h) How a social work administrator develops policy. (72)

Student Questionnaire:

To the student:

This questionnaire is part of a Master's thesis. It has been designed to gather information on your interests and what you want to learn from the first year undergraduate social work course. This questionnaire is not intended to be an evaluation of the course content nor an evaluation of the professor's presentation of the course. It's basic intent is to find out what you, as the student, see as interesting and relevant.

The questionnaire is being given to all students in Social Work 115 - "Introduction to Social Work and Social Welfare" at the University of Windsor.

Hopefully your answers will contribute to developing a more relevant introduction to social work at the first year undergraduate level.

Thank you for your cooperation.

Doug Baptiste

Ann Teleban.

Instructions:

Please read all questions carefully and answer according to the level of interest you have for each question or statement.

Example: How interested are you in learning about:

(a) pornography (7) 6 5 4 3 2 1

Interest code:- Very high 7

High 6

Fairly high 5

Moderate 4

Fairly low 3

Low 2

Very low 1

Please, if you make an error, cross through the number (~~0~~) and then circle the correct answer.

Please check (☒) or fill in the following:

1. Student Identification number _____

2. Year of present enrollment:

_____ preliminary year

_____ 1st year

_____ 2nd year

_____ 3rd year

_____ 4th year

3. Status of student:

Regular _____ full-time

_____ part-time

Adult _____ full-time

_____ part-time

4. Sex of student:

_____ male

_____ female

5. How old are you _____ (years)?

6. Stage of Family Development:

_____ single, living in your parental home

_____ single, living away from your parental home

_____ married

_____ separated, widowed or divorced

7. Do you have any children?

_____ YES

_____ NO

8. Have you ever had any full-time paid social work experience?

_____ YES

_____ NO

Specify:

9. Have you ever had any part-time paid social work experience?

_____ YES

_____ NO

Specify:

10. Have you ever had any volunteer social work experience?

_____ YES

_____ NO

Specify:

INTEREST CODE:

very high high fairly high moderate fairly low low very low
 7 6 5 4 3 2 1

How interested are you in learning about:

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. What social workers do today? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 2. What social workers did in the past? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 3. What social welfare is today? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 4. The historical development of social welfare? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 5. How to interview a client? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 6. The problems families have in our society? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 7. What social workers do in group work? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 8. What social workers do in communities or neighbourhoods? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 9. What social work research is? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 10. What problems social workers deal with today? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 11. What kinds of problems social workers dealt with in the past? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 12. How welfare programmes affect people today? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 13. What social welfare agencies did at the turn of the century? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 14. What problems people have in our society today? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

INTEREST CODE:

very high high fairly high moderate fairly low low very low
 7 6 5 4 3 2 1

How interested are you in learning about:

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 15. How social workers help troubled families? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 16. What social workers need to observe in groups? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 17. How city council functions? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 18. What a social work researcher does? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 19. How social workers deal with social problems today? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 20. How social work started? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 21. How economics and politics affect social welfare today? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 22. How social welfare programmes started? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 23. Social work practice with individuals in need of social work help? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 24. How changes in our society affect families today? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 25. Why social workers use groups? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 26. What social workers do if they are involved in community organization work? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 27. How to do social work research? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 28. What social work "practice" means today? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

INTEREST CODE:

very high 7 high 6 fairly high 5 moderate 4 fairly low 3 low 2 very low 1

How interested are you in learning about:

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 29. Why there was a need for social workers in the past? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 30. What present programmes, policies, and issues, exist in social welfare? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 31. The kinds of welfare assistance the needy received in the early 19th century? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 32. How to help a person if he comes to you with a problem? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 33. How to talk with families about their problems? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 34. How to get a group started? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 35. What social workers do in community organization practice? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 36. How social work research can help the individual social worker in his (her) practice? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 37. What you should know to be a good social worker? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 38. The approaches social workers used in the past to help people with problems? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 39. What social workers do in social welfare agencies today? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 40. How 19th century economics and politics affected social welfare? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

INTEREST CODE:

very high	high	fairly high	moderate	fairly low	low	very low
7	6	5	4	3	2	1

How interested are you in learning about:

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 41. How you as a social worker would handle a crisis situation with a client? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 42. The various ways social workers deal with families and their problems with each other? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 43. What theories there are about small groups? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 44. Why communities and neighbourhoods need social workers? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 45. What social work administration is? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 46. The different approaches social workers use to help people with problems? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 47. The kinds of problems that social workers and the profession encountered in their early development? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 48. How to help a person apply for social welfare assistance? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 49. What social welfare workers did for the people in the 19th century? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 50. The emotions experienced by individuals seeking social work help? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

INTEREST CODE:

very high high fairly high moderate fairly low low very low
 7 6 5 4 3 2 1

How interested are you in learning about:

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 51. How to help a family talk to each other? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 52. When to use a group and why it may be the best method for the problem involved? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 53. The help a social worker can give to a neighbourhood with problems? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 54. What a social work administrator does? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 55. How a social worker can be a helping person? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 56. The historical development of social work as a profession? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 57. The problems of people on social welfare today? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 58. What social welfare organizations there were in the 19th century? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 59. The techniques social workers use to help an individual seeking help feel relaxed and comfortable? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 60. The study of family relationships and patterns of interaction? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 61. What problems you can run into if you decide to start a group? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

INTEREST CODE:

very high	high	fairly high	moderate	fairly low	low	very low
7	6	5	4	3	2	1

How interested are you in learning about:

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 62. What skills a social worker needs to work with total communities or neighbourhoods? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 63. How to do social work administration? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 64. Why there is a need for social workers today? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 65. The different attitudes held by social workers in the early 19th century towards the underprivileged? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 66. What social services and resources exist in the community today? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 67. Social welfare issues in the 19th century? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 68. What casework is and how it is used with individuals seeking help? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 69. The practice of social work with multi-problemled underprivileged families? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 70. The ways a social worker uses himself (herself) in a small group? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 71. What social action is? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 72. How a social work administrator develops policy? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

INTEREST CODE:

very high 7 high 6 fairly high 5 moderate 4 fairly low 3 low 2 very low 1

How interested are you in learning about:

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 73. The ethics, principles and values of social work? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 74. The contributions of specific people to the development of social work in the 19th century? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 75. The structure and organization of social services and resources today? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 76. The kinds of attitudes society held towards people receiving welfare assistance in the 19th century? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 77. The various roles of the social worker in the profession today? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 78. From what walks of life came those people involved in social work in the 19th century? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 79. How a social worker can understand the problems of people on social welfare? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 80. The social conditions of the underprivileged in the 19th century? | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Check (☒) which of the following you would prefer to learn about:

<input type="checkbox"/> Casework	OR	<input type="checkbox"/> Groupwork
<input type="checkbox"/> Community Organization	OR	<input type="checkbox"/> Administration
<input type="checkbox"/> Research	OR	<input type="checkbox"/> Administration
<input type="checkbox"/> Groupwork	OR	<input type="checkbox"/> Community Organization
<input type="checkbox"/> Administration	OR	<input type="checkbox"/> Casework
<input type="checkbox"/> Research	OR	<input type="checkbox"/> Casework
<input type="checkbox"/> Groupwork	OR	<input type="checkbox"/> Administration
<input type="checkbox"/> Community Organization	OR	<input type="checkbox"/> Research
<input type="checkbox"/> Groupwork	OR	<input type="checkbox"/> Research
<input type="checkbox"/> Community Organization	OR	<input type="checkbox"/> Casework

Students in social work 115 could be characterized as follows:

(Check the one that applies to you)

- ☒ Those desiring to make social work a career
- ☐ Those desiring information concerning Social Work in order to choose a career that matches their interest and capacities
- ☐ Those desiring information about society, social work, social welfare to help them in their chosen career outside of social work
- ☐ Those desiring an option to compliment their programme of studies

APPENDIX C

UNIVERSITY OF WINDSOR

SCHOOL OF SOCIAL WORK

SOCIAL WORK 115 - COURSE OBJECTIVESCourse No. 115Course
Description
(in calendar)

A descriptive survey course outlining the role of the Social Worker in meeting human needs in a changing society. Included in an overview of methods of social work practice, a description of the social resources of a community, and the areas in which social work is practiced. There will also be a brief examination of societies' changing approach to issues such as poverty.

Objectives

- A. Knowledge:
 Terminally students should be able to describe
- 1) The kinds of social work practice which serves as an introduction to the methods sequence
 - 2) The fields within which practice takes place and which provide an introduction to social policy
 - 3) The problems with which social workers are faced in practice and in the fields as a point of reference to the study of human behaviour including psychology, sociology, economics, political science, etc.
- B. Attitudes:
 At course terminus students should be able to describe some attitudes which are characteristic of a helping person, and should understand the concept of the "use of self" as a beginning point for future courses where students will learn how to use self in practice.

SOCIAL WORK 115 - COURSE OBJECTIVES - continuedObjectives

C. Skills:

At course end students should be able to demonstrate by role play:

- 1) an understanding of interviewing techniques and principles required to obtain information as in a beginning interview such as may be used in a personnel interview.
- 2) the ability to give information on community resources and services such as would be required by a person working in a neighbourhood information and referral centre.
- 3) Thus it is the intention that these basic skills of interviewing to obtain and give basic information will serve as a basis upon which the advanced skills for counselling, therapy or treatment can be built.

UNIVERSITY OF WINDSOR
SCHOOL OF SOCIAL WORK

GUIDELINES FOR SOCIAL WORK 115 LABORATORIES

Purpose

2 In general the purpose of the social work laboratories or seminars is to allow for 1) the integration of classroom or lecture material, 2) the examination of the student's own values and attitudes towards segments of our society, 3) a discussion of the helping relationship, which will enable the students to examine their own motives, needs and capabilities.

Objective

The objective is that by the end of the year, students should be able to demonstrate through role playing or other simulation, an ability to start an interview with the purpose of obtaining information and should be able to provide information concerning community social services as would be required of a person employed at a community information centre. It is not the intention that they should know how to provide therapy or casework treatment.

UNIVERSITY OF WINDSOR

SCHOOL OF SOCIAL WORK

Suggested Outline
Social Work 115 Laboratories

DATE	SUGGESTED TOPIC
Sept. 22	<p data-bbox="609 583 1360 625"><u>Introduction of Social Work Laboratories</u></p> <ol style="list-style-type: none"> <li data-bbox="609 646 1435 751">1. Check the list of names as an introduction to the students and the students to each other. <li data-bbox="609 772 1435 940">2. An introductory statement should be made of what your expectations are for the Laboratories including marking of their contribution to their fellow students' learning in the laboratories. <li data-bbox="609 961 1435 1129">3. The students will be handing in to you their first assignment which is a statement of what they expect to learn in Social Work 115 and their questions about social work. <li data-bbox="609 1150 1435 1255">4. Considering the two items above will allow for meshing of expectations and plans for the Social Work Laboratories.
Sept. 29	<p data-bbox="609 1276 1323 1318"><u>Discussion of the Helping Relationship</u></p> <p data-bbox="609 1339 1435 1759">There are several questions that can be used to initiate discussion on this topic. For example - What are some of the examples that the students have had of helpful experiences that they have encountered? What was the person like who helped? What special qualities, or what negatives, were apparent in the helper? The different perspectives of the giver versus the receiver, or the helper versus the helped, could lead into such questions as - Why do people want to help? Do we need to be in an authority position? Do we need to be needed?</p> <p data-bbox="609 1780 1435 1913">One of the basic purposes for this type of discussion would be the opening of discussion concerning the characteristics of the helper but also give the student a chance to ex-</p>

amine their ideas and themselves in respect to being a helper. The basic message would be to recognize our own motives and our own needs, and if healthy, to accept them. One cautionary note should be added, which is not to allow the students to relate rather detailed personal experiences at this stage.

Oct. 6

The Casework Relationship

The reference for this topic is Biestek The Casework Relationship. The seven principles of the Casework Relationship can be discussed as they will have been presented in lectures. Basically this will offer an opportunity to discuss one of the basic values of social work, that is, human worth and dignity.

Oct. 13

The Beginning Interview

References: Garrett, Annette. Interviewing Principles and Methods, New York: Family Service Association of America, 1942.

Schubert, Margaret, Interviewing in Social Work Practice, New York: Council on Social Work Education, 1971, Chapters 1-6, 8, 9, 13-18.

Careful note should be made that the main concern is to have the students examine the tasks associated with obtaining information. It is not the purpose to teach them how to counsel at this stage but rather such things as, how do you begin an interview, how do you put a person at ease, the physical setting of an interview, etc. This level of interviewing skill can be used not only by social work students who are majoring in social work but also students from other departments who may find themselves in personnel, management, vocational counselling, etc.

Oct. 20

Continuation of Interviewing

Oct. 27

The Middle and Ending Phases of Interviewing

Nov. 3

Videotape: Role Play of Interviewing

Nov. 10

Videotape Replay: Role Play of Individual Interviews

Nov. 17

Group Interviewing

The relationship of the principles associated with individual interviewing to Group Interviewing may be discussed. Such questions as to, how do you maximize group interaction, the physical setting in the group, that is, the physical setting of the group, etc.

Nov. 24

Role of Group Members

Dec. 1

Videotape: Group Interaction

It is suggested that an inner group and an outer group be used where the inner group is given a task and allowed to discuss that task for 20 minutes during which time the outer group is observing the group roles and the activities continuing within the inner group. For example, who is providing information, who is providing emotional support? Who is taking on the role of the decision maker? After approximately 20 minutes or half way through the videotaping session, it is suggested that the outer group become the inner and vice versa with either the continuation of the task or a new task to be taken on. Such task could be how they wish to handle the T.A. groups after Christmas or how they evaluate the videotaping sessions to date.

Dec. 8

Videotape Replay: Group Sessions, Summary and Evaluation

Christmas Break

Jan. 5

Following Christmas it is suggested that the seminar groups examine some of the various services offered in our community. Their major paper after Christmas will focus on the adequacy of our social services within our various fields of service. It is suggested that the students could pick a field of service and small groups of them, that is, two or three in number, could prepare a presentation for the seminar. With their consideration of the fields of service this should help them in the time before Christmas to understand how to obtain information in both individual interviews and in group interviews and in the second part,

that is after Christmas, along with their class lectures should allow for a good deal of knowledge to be accumulated regarding community resources. Hence, by the end of the term, they should have at least started in their helping role by being able to obtain information and provide information regarding community resources.

Note:

To Sections 1, 2, 6, 7

Due to the shortage of videotape equipment, sections 1 and 2, 6 and 7, will have to change the schedule slightly, that is, the individual videotaping will have to be moved up to October 20th and the replay of same on October 27th. The discussion of group interviewing to be held on November 3rd and the discussion of group roles on November 10th. Videotaping of the group on November 17th and the replay of the group on November 27th. Thus the discussion on the middle and ending phases of interviewing can be held on December 1st and the summary and evaluation on December 8th.

BIBLIOGRAPHY

1. Books

- Aptekar, Herbert H. "Differentiating Types of Knowledge introduced in the classroom and teaching centres." Modes of Professional Education: Functions of Field Learning in the Curriculum. New Orleans, Louisiana: School of Social Work, Tulane University, 1969.
- Axelrod, J. et al. Search for Relevance. San Francisco: Jossey-Bass Inc., Publishers, 1969.
- Bigge, Morris L. and Hunt, Maurice P. Psychological Foundations of Education An Introduction to Human Development and Learning. New York: Harper and Row Publishers, 1962.
- Bisno, Herbert. The Place of the Undergraduate Curriculum in Social Work Education. New York: Council on Social Work Education, 1959.
- Boehm, Werner W. Objectives of the Social Work Curriculum of the Future. Vol. 1, The Comprehensive Report of the Curriculum Study. New York: Council on Social Work Education, 1959.
- Brookover, Wilbur B. A Sociology of Education. New York: American Book Company, 1955.
- Bruner, Jerome. The Process of Education. Cambridge: Harvard University Press, 1963.
- Buchler, Charlotte. Der Menschliche Lebenslaug Psychologisches Problem. Liepzig: Hirzh, 1933.
- Canadian Association for Education in the Social Services. The First University Degree in Social Work. Ottawa, Ontario: Canadian Association for Education in the Social Services, 1970.
- Cantor, Nathaniel. Dynamisms of Learning. Buffalo, New York: Henry Stewart and Incorporated Publishers, 1946.
- Cantor, Nathaniel. The Learning-Teaching Process. New York: Holt, Rinehart and Winston, 1953.

- Caplow, Theodore. The Sociology of Work. Minneapolis: University of Minnesota Press, 1954.
- Council on Social Work Education. Social Welfare as a Social Institution: Illustrative Syllabi for the Basic Course in Undergraduate Social Welfare. Ann Arbor, Michigan: Cushing-Mallory Inc., 1963.
- Council on Social Work Education. Undergraduate Programmes in Social Welfare, A Guide to Objectives, Content, Field Experience and Organization. Lebanon, Pennsylvania: Lowers Printing Co., 1967.
- Erikson, Erik. Childhood and Society. New York: W. W. Norton, 1950.
- Freud, Anna. The Ego and Mechanisms of Defense. Translated by C. Bains. New York: International Universities Press, 1948.
- Freud, Sigmund. General Introduction to Psychoanalysis. Translated by Joan Riviere. New York: PermaBooks, 1953.
- Ginzberg, Eli et al. Occupational Choice. New York: Columbia University Press, 1951.
- Hilgard, Ernest R. and Bower, Gordon H. Theories of Learning. New York: Appleton-Century-Crofts, Inc., 1948.
- Hollingshed, August. Elmtown's Youth. New York: John Wiley and Sons, 1949.
- James, William. "Integrative Learning." Talks to Teachers on Psychology. New York: Henry Holt, 1899.
- Jehu, Derek. Learning Theory and Social Work. London: Routledge and Kegan Paul, 1967.
- Jones, Howard Mumford. Education and World Tragedy. Cambridge: Harvard University Press, 1946.
- Jordan, Pierre H. "Exploratory Behavior: The Formation of Self and Occupational Concepts." Self Concept Theory: Career Development. Edited by Donald E. Super et al. New York: Columbia University Press, 1963.
- Kanter, David. Inducing Preferences for Mental Health Careers. New York: National Association of Social Workers, 1960.
- Lazarfeld, Paul. Jugend und Beruf. Jena: C. Fisher, 1931.

- Lids, Theodore. The Person. New York: Basic Books Inc. Publishers, 1968.
- Lowy, Louis, Bloksberg, Leonard M. and Walberg, Herbert J. Integrative Learning and Teaching in Schools of Social Work. New York: Association Press, 1971.
- Lyndon, Benjamin H. "The Creation of Relevancy: Social Welfare Education in Continuity." Continuities in Undergraduate Social Welfare Education. New York: Council on Social Work Education, 1969.
- Matson, Margaret E. Field Experience in Undergraduate Programmes in Social Welfare. New York: Council on Social Work Education, 1967.
- McGrath, Earl. Liberal Education in the Professions. New York: Columbia University Press, 1959.
- Miller, Delbert C. and Fromm, William H. Industrial Sociology. New York: Harper and Brothers, 1951.
- Ayer, Carol H. Staff Development in Public Welfare Agencies. New York: Columbia University Press, 1966.
- Pins, Arnulf M. Who Chooses Social Work When and Why? New York: Council on Social Work Education, 1963.
- Reynolds, Bertha Capen. Learning and Teaching in the Practice of Social Work. New York: Russell and Russell Inc., 1965.
- Reynolds, Lloyd W. The Structure of Labour Markets. New York: Harper and Brothers, 1951.
- Roe, Anne. The Psychology of Occupations. New York: John Wiley and Sons, 1956.
- Roth, Robert M., Hersheuson, David B. and Hilliard Thomas, eds. The Psychology of Vocational Development, Readings in Theory and Research. Boston: Allyn and Bacon Inc., 1970.
- Rosenberg, Morris. Occupations and Values. Glencoe, Illinois: The Free Press, 1957.
- Samoff, Zelda. "The Continuum Revisited - The Undergraduate Underpinnings." Continuities in Undergraduate Social Welfare Education. New York: Council on Social Work Education, 1969.

- Sanford, Nevitt, ed. The American College A Psychological and Social Interpretation of Higher Learning. New York: John Wiley and Sons, Inc., 1962.
- Somers, Mary Louise. "Contributions of Learning and Teaching Theories to the Explication of the Role of the Teacher in Social Work Education." Teaching and Learning in Social Work Education. Edited by Marguerite Pohek. New York: Council on Social Work Education, 1970.
- Strong, Edward K. Jr. Vocational Interests of Men and Women. Stanford: Stanford University Press, 1943.
- Stroup, T.B. The University in the American Future. Lexington: University of Kentucky Press, 1969.
- Super, Donald E., Starishevsky, Reuben, Mattun, Norman and Jordeau, Jean Pierre. Career Development: Self-Concept Theory, Essays in Vocational Development. New York: Columbia University, 1963.
- Super, Donald E. and Bachrach, Paul B. Scientific Careers and Vocational Development Theory. New York: Columbia University Press, 1957.
- Super, Donald E. The Psychology of Careers. New York: Harper and Brothers, 1951.
- Towle, Charlotte. The Learner in Education For the Professions As Seen in Education for Social Work. Chicago: University of Chicago Press, 1954.
- Tyler, Ralph W. Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press, 1950.
- Tyler, Ralph W. Building the Social Work Curriculum: National Curriculum Workshop. New York: Council on Social Work Education, 1960.
- U.S. Department of Labour, Directory of Occupational Titles, 1949. Washington, D.C. Government Printing Office, 1949.
- Warner, Lloyd W. et al. Social Class in America. Chicago: Science Research Associates, 1949.
- Weissman, Irving and Baker, Mary R. Education for Social Workers in the Public Social Sciences. Vol. VII, A Project Report of the Curriculum Study. New York: Council on Social Work Education, 1959.

Whitehead, A.N. The Aims of Education and Other Essays.
New York: The MacMillan Company, 1959.

Younghusband, Eileen ed. Education for Social Work. London:
George Allen and Unwin Ltd., 1968.

2. Periodicals

Andrew, Gwen. "Associate and Baccalaureate Degree Education for Social Work: A Tentative Proposal." Journal of Education for Social Work, 9 (Winter, 1973), 3-10.

Blau, Peter M. et al. "Occupational Choice: A Conceptual Framework." Industrial Labour Relations Review, IX (July, 1956), 533-37.

Chambers, Clark. "The Discipline of History in a Social Welfare Curriculum." Journal of Education for Social Work, 9 (Winter, 1973), 11-22.

Fryer, Douglas. "Occupational Intelligence Standards." School and Society, XVI (September, 1922), 273-77.

Guzetta, Charles. "The Student as Learner." Journal of Education for Social Work, 3 (Fall, 1967), 27-34

Jaffee, Benson and Patti, Rino J. "An Experiment in the Teaching of Social Welfare Policy." Journal of Education for Social Work, 9 (Winter, 1973), 23-33.

Lantos, Barbara. "Work and the Instincts." International Journal of Psychoanalysis, XXIV (1943), 114-19.

Nachmann, Barbara. "Childhood Experience and Vocational Choice in Law, Dentistry and Social Work." Journal of Counselling Psychology, Vol. 7 #4 (1960), 243-50.

Nelson, Erland and Nelson, Naida. "Students' Attitudes and Vocational Choice." Journal of Social Psychology, XXXV (April, 1940), 219-52.

Robertson, Mary E. "The Role of Students." Journal of Education for Social Work, (Spring, 1968).

Somers, Mary Louise. "Dimensions and Dynamics of Engaging the Learner." Journal of Education for Social Work, 7 (Fall, 1971), 49-57.

Super, Donald E. "A Theory of Vocational Development." The American Psychologist, VIII (May, 1963), 185-90.

Super, Donald E. "Vocational Development: The Process of Compromise and Synthesis." Journal of Counselling Psychology, III (Winter, 1956).

The President's Commission on Campus Unrest. "The Scranton Report." Chronicle of Higher Education, V (1970).

Varley, Barbara K. "Social Work Values: Change in Value Commitment of Students from Admission to M.S.W. Graduation." Journal of Education for Social Work, (Fall, 1970), 67-76.

Waltz, Thomas H. and Tingley, Barbara. "The Undergraduate Student in a Pre-Social Work Sequence." Social Work Education Reporter, 15 (March, 1967), 20.

Waltz, Thomas H. "Use of Field Experience in Teaching Social Welfare as a Social Institution." Social Work Education Reporter, 13 (December, 1965).

Witte, Ernest F. "The Purposes of Undergraduate Education for Social Welfare." Journal of Education for Social Work, 1 (Fall, 1965), 53-60.

University of Windsor, General Calendar, 1972-73.

3. Reports

Report of the Advisory Council on Public Welfare. Having the Power, We Have the Duty. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1966.

Report of a Symposium, February, 1969. Modes of Professional Education: Functions of Field Instruction in the Curriculum. New Orleans, Louisiana: Tulane Studies in Social Welfare, 1969.

4. Encyclopediae

Boehm, Werner. "Education for Social Work." Encyclopedia of Social Work. 16th Issue. Volume 1.

5. Dictionaries

Fowler, H.W. and Fowler, F.G. The Concise Oxford Dictionary of Current English. 5th edition. Oxford: Clarendon Press, 1964.

6. Unpublished Materials

Okin, Bergman T. "The Development of Career Decisions by Undergraduate Social Welfare Majors." Unpublished Ph.D. dissertation, University of Pennsylvania, 1969.



VITA

Douglas Baptiste was born on November 26, 1946, in Port-of-Spain, Trinidad and Tobago. He obtained his elementary education at Escalier E.C. School in Port-of-Spain. His secondary education was completed in 1965 at Progressive Educational Institute in Port-of-Spain.

After the successful completion of the General Certificate of Education in 1966, Mr. Baptiste went to England in 1967 when he attained one year of studies toward a psychiatric nursing certificate at the Napsbury Psychiatric Hospital in Hertfordshire. Mr. Baptiste left England in 1968 and emigrated to Canada, where he entered the University of Windsor. After pursuing studies in the undergraduate social work programme, Mr. Baptiste graduated with the Bachelor of Social Work degree in 1972, and subsequently entered the Master of Social Work programme at the same university, where he expects to graduate in October, 1973.

In the final year of the undergraduate social work degree programme, Mr. Baptiste was placed for his field practicum at the Windsor Western Hospital Centre, Adult Psychiatric Unit, Windsor, Ontario. His field placement during the M.S.W. candidate year was with the Crossroads Drug Rehabilitation Farm in McGregor, Essex County, Ontario.

Mr. Baptiste has also been a teaching assistant in the School of Social Work at the University for three years and has been an active member of the School's Admission Committee in 1973.

VITA

Ann Teleban was born on July 10, 1944, in Windsor, Ontario. She obtained her elementary education at General Brock School, Windsor, Ontario. Her secondary education was completed in 1963 at Forster Collegiate Institute, Windsor, Ontario.

After studying General Arts at the University of Windsor, Ms. Teleban graduated in 1966 with a major in languages. Following a year of employment for a film company in Toronto, Ms. Teleban took up a social work position with the Essex County Children's Aid Society in Windsor in 1967. Ms. Teleban remained there until 1971, when she entered the Bachelor of Social Work programme at the University of Windsor, completing this degree in the spring of 1972. In 1972, Ms. Teleban was accepted into the Master of Social Work programme at the University of Windsor and expects to graduate in October, 1973.

In the final year of the undergraduate Social Work Degree programme, Ms. Teleban's field placement was with the Addiction Research Foundation, Windsor, Ontario. Her field placement during the M.S.W. candidate year was with Catholic Social Services in Taylor, Michigan.

Ms. Teleban has taught at St. Clair College, Windsor Ontario and has also been active on the Programme and Budget Review Committee for United Community Services, Windsor, Ontario in 1973.